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ABSTRACT

This document presents the curriculum of the University School at the University of Tulsa (Oklahoma), an early childhood and elementary school for academically gifted students. The curriculum is based on enaction theory, which emphasizes active, interdisciplinary learning involving three steps: (1) concept introduction through active and interactive methods; (2) extension and refining of the concept; and (3) evaluation of what has been learned and its potential usefulness. The curriculum also emphasizes the importance of content, connection with the university, integration of other curriculum strategies, and teachers as learners. Introductory material includes a message from the school's director, a summary of administrative policies, and a curriculum summary. The overall curriculum is then described for each of the nine class levels from Early Childhood through Intermediate II. Information is provided on teacher background, curriculum goals, objectives, and the program by major subject area. Special subject areas are separately described with information on goals, objectives, and major activities for students at each level. These special subjects include music, computers, science, physical education, Spanish, art, library, developing multiple talents, and Kumon math. Also provided is a curriculum scope and sequence chart, a summary of the school's 20-year history, and a brief article on giftedness in children. (DB)

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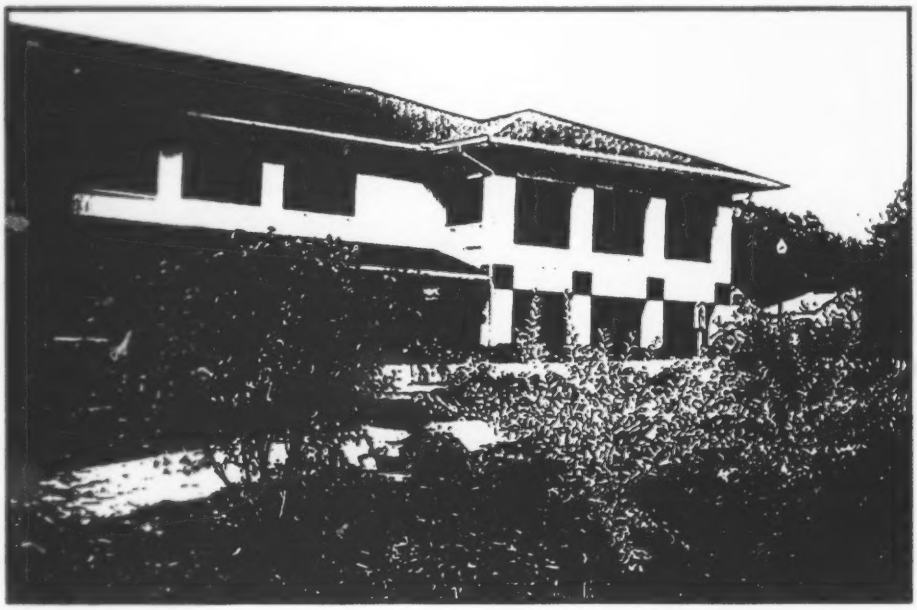
THE UNIVERSITY SCHOOL
AT THE UNIVERSITY OF TULSA



ENACTION CURRICULUM
2001-2002

EC 308790

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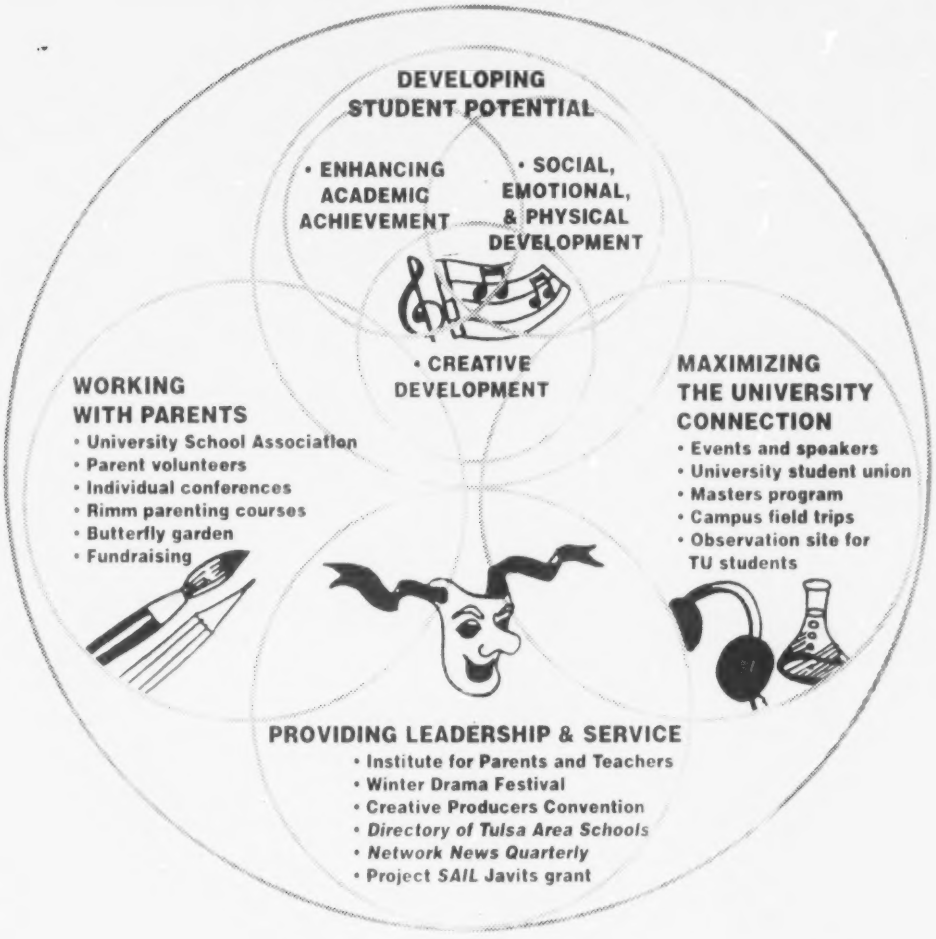
THE UNIVERSITY SCHOOL ENACTION CURRICULUM

2001-2002

EDITED BY PATRICIA L. HOLLINGSWORTH, ED. D.


DEVELOPING STUDENT POTENTIAL
• ENHANCING ACADEMIC ACHIEVEMENT
• SOCIAL, EMOTIONAL, & PHYSICAL DEVELOPMENT
• CREATIVE DEVELOPMENT
WORKING WITH PARENTS
• University School Association
• Parent volunteers
• Individual conferences
• Rimm parenting courses
• Butterfly garden
• Fundraising
MAXIMIZING THE UNIVERSITY CONNECTION
• Events and speakers
• University student union
• Masters program
• Campus field trips
• Observation site for TU students
PROVIDING LEADERSHIP & SERVICE
• Institute for Parents and Teachers
• Winter Drama Festival
• Creative Producers Convention
• Directory of Tulsa Area Schools
• Network News Quarterly
• Project SAIL Javits grant

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Recipient of U.S. Department of Education Javits grants for teacher training 1992-1995 and 1999-2001

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2001-2002 UNIVERSITY SCHOOL CALENDAR

First Semester 2001

Aug.	20-24	M-F	Staff Development
Aug.	23-24	Th/F	Registration
Aug.	28	Tu	First Day of School
Sep.	**3**	**M**	**Labor Day - NO SCHOOL**
Sep.	6-8	Th-Sa	Parent & Teacher Institute - Dr. Sylvia Rimm
Sep.	12	W	USA Meeting and New Parent Luncheon
Sep.	20	Th	Back-to-School Night
Oct.	3-4	W/Th	School Pictures
Oct.	10	W	USA Meeting and Potluck Luncheon
Oct.	11-12	Th/F	**Conferences - NO SCHOOL**
Oct.	22-25	M-Th	Fall Book Fair
Nov.	**8-9**	**Th-F**	**NAGC - Cincinnati - NO SCHOOL**
Nov.	14	W	USA Meeting and Potluck Luncheon
Nov.	**21-23**	**W-F**	**Thanksgiving Holiday - NO SCHOOL**
Dec.	1	Sat	"Baskets of Joy" Party
Dec.	13	Th	Winter Musical - Semester ends at noon
Dec.	**14 - Jan. 1**		**Winter Holiday - NO SCHOOL**

Second Semester 2002

Jan.	2	W	First Day of Second Semester
Jan.	9	W	USA Meeting - Potluck Luncheon
Jan.	**21**	**M**	**Martin Luther King Day - NO SCHOOL**
Feb.	13	W	USA Meeting and Potluck Luncheon
Feb.	**22**	**F**	**OAGCT - NO SCHOOL**
Mar.	4-6	M-W	Winter Drama Festival
Mar.	7	Th	Evening Drama Festival
Mar.	**11-15**	**M-F**	**Spring Break - NO SCHOOL**
Apr.	8-11	M-Th	Spring Bookfair
Apr.	26	F	Renaissance Fair
Apr.	29-May 2	M-Th	Stanford Achievement Tests
May	**3**	**F**	**Staff Development - NO SCHOOL**
May	8	W	Choir and Band night
May	17	Th	Awards, Graduation, Musical, Last Day
May	20-21	Th-F	**Individual Parent Conferences - NO SCHOOL**

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A MESSAGE FROM THE DIRECTOR

Each new school year is a time to rededicate ourselves to the enduring values that sustain and guide our school. University School is a place for students to learn to use their gifts in a responsible and caring way not only for themselves but also for a needy world.

Enduring Values and Goals. While the specifics of our curriculum change, our values do not.

- ❑ We want our students to love learning, to love life, and to respect and care for all living things.
- ❑ We want our students to value the gifts given them and to share those gifts responsibly with the world.
- ❑ For these things to happen, we as teachers and parents must teach and model these values.

The goal is for all our school community of teachers, staff, parents and students to strive toward making these values work in our lives.

University School Mission. University School at the University of Tulsa was established in 1982 to offer the city of Tulsa and the state of Oklahoma leadership and service in the field of gifted education. The mission of our school is to serve as a national model of excellence in pre-college education for students of high academic potential. The total focus of the program is gifted students with high academic motivation and potential.

Developing High Potential. Our country has always placed value on providing opportunities for all children to become the best they can be. Sometimes in meeting that goal, very bright children are overlooked, and their potential goes undeveloped. This is not only an individual loss but also a loss to our society. The goal of University School is to develop high academic potential and instill a sense of responsibility to self and others.

Parent Support and Involvement. Parents are expected to support the school staff and administration in dealing with academic, emotional and social development and growth. Concerns should be brought to the attention of the teacher or director. Parents are welcome to become involved in the University School Association which meets monthly at the school. There are many ways for parents to help the school. Each week you will receive letters and newsletters containing important school information and opportunities for involvement. You can also check our website at www.uschool.utulsa.edu for information.

Serving the Community. University School serves a wide variety of constituents and has a positive impact far beyond its own students. The school provides many opportunities for the community to participate in its creative and exciting outreach programs. Since we began, University School has provided services to well over 10,000 parents, students, and teachers in Oklahoma and is known nationally and internationally for its service to gifted education. Thank you for the part you play in the University School community.

Sincerely,
Patricia Hollingsworth, Ed.D.

Patricia Hollingsworth

About the Director

Dr. Hollingsworth came to University School in 1982 and has been instrumental throughout its development. She received her B S. degree from Florida State University and her M.T.A. and Ed.D. from The University of Tulsa. She has served on the Board of Directors of The National Association for Gifted Children, is an author of books and articles, and a speaker on a variety of educational topics nationally and internationally. She has been the principal investigator for both U.S. Department of Education Javits grants.

Director Patricia Hollingsworth

ADMINISTRATIVE POLICIES

OUTSTANDING FACULTY AND STAFF
In addition to the lead classroom teacher and assistant teachers, there are computer, music, Spanish, library, art, and science specialty teachers. Administrative personnel include: Dr. Pat Hollingsworth, Ed.D., Director; Marti Sudduth, Assistant Director/Admissions; Debra Price, Administrative Assistant; Shelly McCollum, Webmaster.

Marti Sudduth and
Pat Hollingsworth

Office Hours: 8:30 a.m. to 4:00 p.m.
School Hours:
Early Childhood through Primary III - 9:00 to 2:45
Intermediate I through Older Intermediates - 8:45 to 3:00
Students may begin arriving 10 or 15 minutes prior to class.
Students are expected to be on time to school.

Fines. Students are to be at school only during school hours. Parents of students who are brought too early or left too late will billed accordingly.

Debra Price

IMPORTANT RULES - For more information see the *University School Handbook.*
Written Withdrawal Notification, An Essential. When parents decide to permanently remove children from University School, it is absolutely essential that notification be given in writing. Tuition billing continues until the school receives notification in writing. You will be held responsible for all tuition that is billed to you. This is part of your written contract.

Appropriate Behavior. It is a privilege to be a student at University School. This privilege is for students who can benefit from the experience and who are able to maintain appropriate behavior. Violent behavior, of any kind, is not tolerated. Kicking, hitting, biting or other violent behavior is strictly forbidden. Students with a history of inappropriate behavior will lose the privilege of being here.

Older Intermediates. Admission to Older Intermediates is not automatic. This class is only for well behaved, mature students who are willing to work hard. A student's job is school. We expect students to have a commitment to that job. Students are expected to maintain a 78% average in academic subjects and maintain appropriate behavior at all times.

EXTENDED DAY PROGRAM
The Extended Day Program is a service for parents of older children who need a few more hours of supervised care each day. This program is only for students in Primary I, Primary II, Primary III, Intermediate I, Intermediate II, or Older Intermediates. The Extended Day Program is a time for these older students to do homework or silent reading. It is available daily for an additional flat monthly fee. In order to be in the program payments must be kept up to date.

Extended Hours:
7:15 a.m. to 4:00 p.m. for Primary I and older, supervised by Kasey Pipkin, Jana Ecrette, Pam Thomason, Matt Howard, Wanda Smith, Barbara Flynt, Michele MacFarlane and Cyndie Kidwell.

Playground Rule:
After school the playgrounds are only for use by extended day students.

THE ENACTION CURRICULUM

The University School Enaction Curriculum is designed to meet the special needs of able learners by developing their capacities for thinking and problem solving, and by providing stimulating and challenging knowledge. The Enaction Curriculum is a curriculum based on Ohlsson's theory and Glaser's position on domain specific knowledge. Enaction Theory provides a framework for curriculum planning that emphasizes active, interdisciplinary learning.

PROGRAM GOALS
Our goals are to 1) enhance academic achievement, 2) provide an emotionally healthy, intellectually challenging atmosphere, and 3) develop individual creativity and responsibility.

Enaction Curriculum. We believe that learning is facilitated by the use of active and interactive methods, such as drawing, simulations, models, and role playing. Once a concept has been introduced in this way the next step involves extending and refining that concept. The third step focuses on what has been learned that would be useful in future problem solving. Step three involves evaluation of what was learned, and how the knowledge might be used in a meaningful way.

The Importance of Content. Coupled with the process-oriented Enaction Theory is an emphasis on thematic content. It has been found that expert problem solvers are those with conceptual and procedural knowledge in a specific content area. Problem solving, comprehension, and learning are based on knowledge. There can be no problem solving, evaluation or thinking without subject matter, content, or knowledge. Productive thinking, planning, decision making, communication, and forecasting are taught at University School through content areas using the Talents Unlimited model. In addition, students are encouraged to pursue their academic interests with in-depth independent research projects following the Renzulli Triad model.

The University Connection. Another essential component of the curriculum is our relationship with the University of Tulsa. The University Connection consists of our students using campus facilities and attending TU events, as well as visits to our school by TU faculty, staff, and students. Our relationship with the University provides us with unique opportunities and resources that few schools can match.

Other Curriculum Strategies. The Enaction Curriculum, while providing structure and direction for our curriculum, is flexible enough to encompass other approaches that research has shown to be effective. We use Renzulli's Triad Enrichment approach to children's independent investigations and Talents Unlimited to develop students' multiple talents. Classroom and other meetings are used to teach children to solve their own problems and develop responsibility. We use a number of hands-on math strategies to augment Kumon math. The organic language approach to reading and writing, which we developed and use, is called "Word Works." Our unique curriculum system is open to using approaches that have proven to be effective.

Teachers as Learners. The teachers at University School are involved in on-going learning experiences for personal and professional growth. They attend and make presentations at professional conferences, workshops, university courses, and in-service staff development. They write and publish curriculum materials. The love of learning is an important attitude that is conveyed by the entire staff.

Dynamic Curriculum. The class descriptions contain our most current information; however, all programs are subject to change without prior notice. As we continue to learn, we continue to grow and change. Our curriculum is dynamic and responsive. The curriculum is constantly being revised to better meet the needs of our students. All of education is an experiment.

EARLY CHILDHOOD

Teachers:

Alicia Parent Since 1988
University of Oklahoma, B.S. Early Childhood
Math Their Way Workshop and Follow-up
Baratta-Lorton Reading Workshop
Whole Language Conference, St. Louis
Teacher U.S. Dept. Ed. Javits Grant '93-'95 & '99-'01
Presenter Javits Conf. - Washington, D.C. '93
Presenter OAGCT - '94 - '01
Presenter NAGC - '94-'95, '97-'00
NAGC Parent Institute - Tulsa '97-'00
IIM Training
Graduate work, Univ. of Tulsa, Gifted Ed.
Kumon Training

Debbie Pugh Since 1999
Child Dev. Assoc. Credential, '89
TCC-Early Childhood underway
Kumon Training

Mary Beth Retherford Since 2000
OSU, Business Ed.
Kumon Training

Debbie Pugh, Mary Beth Retherford and Alicia Parent

GOALS

Early Childhood has a multi-faceted focus. While academics are a part of the curriculum they are not our only concern. The curriculum is a blend of activities that promote academic development, social interaction, and emotional growth. All children are encouraged to work at their own skill levels in a supportive environment. Our goal is for each child to strive to become a responsible, independent person. Through activities in the classroom, students are encouraged to develop task commitment and internal motivation. Students also build interpersonal skills by working and communicating with peers and teachers. The interdisciplinary curriculum theme for this class is "The Search for Patterns in the Built Environment." This year-long study of the history of architecture is one written and developed by our staff as part of a U.S. Department of Education grant.

OBJECTIVES

Task Commitment Objectives. Students will: be able to stay focused and complete teacher-assigned activities; exhibit self-direction during independent work time; be able to work diligently without giving up easily.

Social Behavioral Objectives. Students will: listen to instructions; respond appropriately to teachers; control body for quiet listening; know and follow class routine cooperatively; play and work well in a group; make transitions between activities without problems; be able to use problem solving skills to solve social problems.

Creative Objectives. Students will: exhibit productive thinking; exhibit imaginative and creative thinking; share stories and ideas with confidence.

Academic Objectives. Students will: recognize letters of the alphabet; recognize letter sounds; recognize numbers; have basic counting skills; recognize basic architectural components and historic buildings; be able to persevere when activities become difficult.

PROGRAM

LANGUAGE ARTS

Children are introduced to the sounds of letters and to the formation of upper and lower case letters. This is done through hands-on activities such as the "Sound Books." Students are encouraged to develop their ideas orally through the use of Talents. Children are also introduced to the whole language method of reading and writing called "Word Works." Each student works individually with the teacher, choosing words to study.

MATH

Children use a hands-on approach to math known as *Math Their Way*. The class begins with free exploration of the math materials and, as proficiency develops, moves to sorting, patterning and work with numbers at the concept level. Math concepts are also developed through calendar work, number line, estimating and graphing.

Scope and Sequence

September-October – Free Exploration and Sorting
November-February – Patterning

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February-May – Number at the Concept Level

SOCIAL STUDIES AND SCIENCE
As with other areas of the curriculum social studies and science are introduced through hands-on activities. Units include Animals, Our Bodies, Magnets, Seasons, Space and Colors.

Social Studies Scope and Sequence
September – Ancient Egypt: Pyramids
Vocabulary: pyramid, pharaoh, hieroglyphics, Imhotep, Egypt, zigarat, mummy, vegetation, ancient
Topics: queens & pharaohs, senses, vegetation
October-November – Classical Greece and Rome: Parthenon, Pantheon
Vocabulary: Parthenon, discus thrower, pediment, columns, post and lintel, doric, ionic, corinthian, Athens, acropolis, rounded arches, dome, Pantheon
Topics: exercise, roman numerals, legends
December-January – Medieval: Castles, Notre Dame cathedral
Vocabulary: castle, knights, rose window, cathedral, fortress, tower, stained glass, moat, gothic arches, peasants, protection, romanesque, gothic
Topics: gothic, environment
February – Renaissance: St. Peter's Dome, Rome and Dome of Florence Cathedral
Vocabulary: Michelangelo, juggler, jester, damsels, balance, symmetry, Dürer, Mona Lisa, Leonardo daVinci, Brunelleschi
March – Baroque: San Carlo alle Quattro Fontane, Rome
Vocabulary: twisted columns, curlicues, Rembrandt, Rubens, ornate
Topics: doctors, time
April – Neoclassical: Monticello
Vocabulary: Thomas Jefferson, Monticello, columns, domes, arches, Audubon, classical, Ben Franklin, colonial
Topics: United States, inventions
May – Romantic: Neuschwanstein Castle
Vocabulary: Abraham Lincoln, fairy tales, Victorian, brothers Grimm

Science Scope and Sequence
September – Senses; Braille & Sign Language
October – Colors; Our Bodies
November – Simple Machines
December – Review & Experiment
January – Countries
February – Magnets; Solar System; Space exploration
March – Animals
April – Plants & Growing

INDEPENDENT AND REQUIRED WORK
Students begin the day with an assigned task that is part of their "Must Do Work." When that is completed, each student chooses an activity. Choices include blocks, art, water table, housekeeping area, as well as manipulatives and books. Students develop task-commitment as well as self-direction.

SPECIAL SUBJECTS
Children also have classes in computer, music, art, library, and Spanish. See SPECIAL SUBJECTS section.

EARLY PRIMARY

Teachers:

Debi Foster Since 1985
University of Oklahoma, B.F.A., Art Ed.
Math Their Way Workshop and Follow-up
Baratta-Lorton Reading Workshop
Teacher U.S. Dept. Ed. Javits Grant '93-'95 & '99-'01
Presenter NAGC - '93-'95, '97-'00
Presenter OAGCT - '94, '96 - '99, '01
IIM Training
Rimm Parenting for Achievement Trainer
Graduate work, Univ. of Tulsa, Gifted Ed.
Kumon Training

Billie Sue King Since 1998
Henderson St Teachers College, BSE Home Ec
18 hours elementary education
Preschool Teacher, GA
Kumon Training

Barbara Flynt Since 2000
Preschool teacher, Saints Peter and Paul, Tulsa
Child Dev. Assoc., Tulsa Technology Center, '93
Kumon Training

Billie Sue King, Debi Foster and Barbara Flynt

GOALS

The Early Primary curriculum builds on the foundation laid in the Early Childhood class. The Early Primary curriculum seeks to challenge children intellectually while not pressuring them in the academic areas. The teachers are sensitive to the individual development of young children and provide appropriate learning experiences for them. The goal of the program is to maximize the social, emotional, physical, and intellectual development of the children. Children are encouraged to be active, independent, and creative learners while also learning to be responsible and cooperative.

OBJECTIVES

Task Commitment Objectives. Students will: be able to stay focused and complete teacher-assigned activities; exhibit self-direction during independent work time; work eagerly with self motivation; be able to work diligently without giving up easily.

Social Behavioral Objectives. Students will: control body for quiet listening; be able to play and work well in a group; follow class routine in a cooperative manner; solve social problems in an appropriate manner; make transitions between activities without problems.

Creative Objectives Objectives. Students will: exhibit imaginative and creative thinking; exhibit productive thinking; be able to share stories and ideas with the group in a confident manner.

Academic Objectives. Students will: recognize all letters and beginning sounds; demonstrate fine motor control; recognize numerical sequences; be familiar with several famous artists; be able to persevere when activities become difficult.

PROGRAM

LANGUAGE ARTS

Children are encouraged to express and develop their ideas orally through the use of the Talents. They develop a high level of proficiency in Productive Thinking, Decision Making and Planning skills which foster creative and problem-solving abilities. Through the use of "Sound Books" and hands-on materials, the children work on letter (upper and lower case) and sound recognition. The use of phonics is emphasized in the reading program. They begin the organic, whole language method of reading and writing called "Word Works," which is used throughout the school. Children receive words and sentences of their choice, which form the content of reading and writing. This method provides individualized reading and writing materials for each child. The children also work on large group stories. Along with the "Word Works," children in Early Primary are introduced to the D'Nealian handwriting. The class works on different handwriting projects which incorporate letter and number writing.

MATH

Math in Early Primary incorporates Kumon math (see special subjects), and *Math Their Way*. Children use *Math Their Way* materials for free exploration, sorting, patterning and numbers at the concept level. They also

work on estimating, the number line, graphing, calendar work, recognizing numerals, one-to-one correspondence through the use of a variety of hands-on materials. The *Math Their Way* approach provides active, hands-on, learning experiences in keeping with the Enaction Curriculum.

Scope and Sequence
September-October – Learning to work with the many, varied and unusual materials and sorting.
November-December – Patterning with various materials in many different ways.
January-February – Working on the number at the concept level.
March-May – Recording of individual math progress by students.
September-May – Kumon - children working on their own level.

SOCIAL STUDIES AND SCIENCE
The theme for Early Primary is "Investigating Our World." Units include The Human Body, Magnets, and the Solar System. In addition to the monthly units we also experiment with a variety of materials in our "Kitchen Chemistry" class. Students are encouraged to observe, describe, compare, and classify. Our classroom also has an area for permanent displays such as mini-museums, and collections. We encourage independent activity and learning through discovery with the materials on the science shelf. This approach allows our students to work at levels appropriate to their skills, interests and needs.

GEOGRAPHY
Join us as we travel through the United States. We will stop at various states and learn many interesting facts about each one.

Scope and Sequence
September – Learning about Family and Homes
Ff- family; Hh-homes; Ii-igloos & interesting homes
October – Continue with Homes and discuss Plants and Growing
Xx-"x" marks the spot (maps/floor plans); Cc-castles; Gg-growing; Pp-plants; Uu-underground
November – Seasons and Weather
Ss-seasons; Ww-weather
December – Concept of Time along with Special Projects
Yy-year; special projects
January – Terrains
Tt-Terrains; Jj-jungles; Dd-deserts
February – Continue with Terrains and start Animal unit
Ll-lakes and ponds; Mm-mammals; Vv-viviparous animals; Kk-kangaroos/marsupials
March-May – Animal Unit
Nn-nocturnal; Qq-queen bee/insects; Oo-oviparous animals; Bb-birds; Rr-reptiles; Ee-endangered; Zz-zoo; Aa-aquatic

INDEPENDENT AND REQUIRED WORK
Each day the children begin with required work, called "Must Do Work," that they are to complete. During the week, there is also ample time for selection of independent work, which includes a wide variety of arts and crafts, sand and water table materials, block building, housekeeping, and other manipulatives, games, and books. Children develop a responsible approach to work in that they learn to carry out some teacher-directed activities, but also remain self-directed when appropriate.

SPECIAL SUBJECTS
Children also have classes in art (which is done in the classroom), Spanish, music, computers and library. See SPECIAL SUBJECTS section.

PRIMARY I

Teachers:

Patricia Hollingsworth Since 1982
Florida State University, B.S., Education
University of Tulsa, M.T.A., Art Ed.
University of Tulsa, Ed. D., Ed. Admin
Graduate Work:
George Washington University
University of Florida
University of Oregon
SOI Institute Workshops, Advanced Trainer
Post-Graduate Work with Renzulli, U of CT
Gifted Education Endorsement, OK
Director U.S. Dept. Ed. Grant '93-'96 &'99-'01
Board of Directors NAGC
Presenter NAGC '86-'01
IIM Training
Roeper Review contributing editor
Understanding Our Gifted editorial advisory board

Lucille Kelly Since 1985
Arkansas Tech University
YWCA Admin Training
Northwestern University HPER
OAGCT - Tulsa, Okla. City
NAGC - Little Rock, Kansas City

Kasey Pipkin Since 1997
Northeastern State University, B.S.
Early Childhood and Elem. Ed.
Univ. of Tulsa, MA in progress
Teacher Javits Grant '99-'01
Presenter OAGC '99-'00
Kumon Training
IIM Training
Presenter NAGC '01

Lucille Kelly, Kasey Pipkin and Pat Hollingsworth

GOALS

Building upon the work begun in Early Childhood and Early Primary classes, Primary I students continue to develop task commitment, positive social behaviors, and creative and problem solving abilities, and academic skills. The goal is to develop students who are accustomed to working hard, doing their best, cooperating with teachers and students, and having appropriate behavior.

OBJECTIVES

Task Commitment Objectives. Students will: stay on-task and complete teacher-assigned activities; work with self-motivation on teacher-assigned tasks and on self chosen tasks; exhibit task commitment during independent work time; be able to work diligently without giving up easily; be able to stay focused for 15-20 minutes on Kumon math.

Social Behavioral Objectives. Students will: control body for quiet listening; know and follow class routine cooperatively; play and work well in a group; make transitions between activities without problems; be able to use problem solving skills to solve social problems.

Creative Objectives. Students will: exhibit productive thinking; exhibit imaginative and creative thinking verbally, in writing, and in art; share stories and ideas with confidence; exhibit problem solving behaviors with art, writing, and other subjects.

Academic Objectives. Students will: write legible sentences and paragraphs with correct punctuation; phonetically decode words; independently complete math and language arts work sheets; persevere when Kumon math or other subjects become difficult; have a rudimentary understanding of historical contributions.

PROGRAM

LANGUAGE ARTS

The Phonetic Approach. The content of the Primary I curriculum is thematically focused. Each week a specific letter sound is selected for study. Children learn vocabulary words that begin with the letter-sound, science and social studies topics that begin with the letter-sound, and learn to write and use these words. During the first semester, the most common consonants plus the short vowels are studied. During the second semester, the less common consonants, blend sounds, and long vowels are studied. Each day students are individually evaluated to discern the level of phonetic attainment. This helps develop spelling skills even for those children who already read.

Organic, Whole Language Reading and Writing: "Word Works." Primary I builds on the skills developed in Early Primary in organic reading and writing. Students begin the school year by getting a new word each day of their own choosing. These words form the basis of the writing and reading done in class daily. When the student is both reading and writing the words with ease, sentence writing is introduced. By the end of the year, students are writing a page of sentences each day. This method of reading and writing makes the content

meaningful and motivating because it comes directly from the children and their experiences. The handwriting method is D'Nealian, which is used throughout the school.

Language Arts. *Explode the Code* – Short and long vowel sounds; consonant sounds; some blends - ch, sh; some endings - ing, ed; sentences ending with a period and beginning with capital letters.

MATH

Math Their Way is a concrete, hands-on method of teaching number skills. The method provides a variety of three-dimensional materials used to teach counting, addition, and subtraction. Children are assessed to determine their entry level and then periodically assessed throughout the year. A wide variety of other math manipulatives, such as geoboards, patterning materials, centimeter cubes, and math games are also in the math area. Children continue Kumon math which helps them focus attention, learn basic math skills, and develop task commitment.

SCIENCE

The science curriculum is based on the modified spiral pattern used throughout the school. The theme is "Exploring Our World." Students are actively involved in collecting information, experimenting, and drawing conclusions. The Talents, such as Productive Thinking, Planning, Communications, and Forecasting are often used in science.

Scope and Sequence. "Exploring the Animal and Plant World"
September – Insects: bugs, insects, grasshoppers, spiders
October – Reptiles: reptiles, turtles, crocodiles, dinosaurs, herpetology
November – Amphibians/Fish: alligators/amphibians, fish/frogs, octopus, porpoises
December – Mammal: underwater/underseas, sea mammals
January – Mammal: land mammals, elephants/Europe, yaks
February – Zoology: zebra, zoology, apes
March-May – Spring: nests, birds, plants

SOCIAL STUDIES

The Social Studies theme, "Ourselves and Others," involves comparing our lives with those of others, both past and present. Students are introduced to historical figures related to the "letters of the week" and holidays that we celebrate. The lessons begin with stories, films, songs, and pictures about the event and move to the children reenacting the historical event. Often these dramas are produced for parents and other students. The people and events introduced include Columbus, Native Americans, the Pilgrims, George Washington, Martin Luther King, Abraham Lincoln, Queen Victoria, Queen Elizabeth I, King Henry VIII, and the Oklahoma Land Run. African, Asian, and Hispanic cultures are also introduced.

Scope and Sequence. "Learning about People and Places - History and Geography"
September – People: Our Families, Grandparents; Places: Spain/Italy
October – Explorer: Columbus; Holiday: Halloween
November – Holiday: Pilgrims
January – People: Martin L. King
February – Presidents: Abe Lincoln, George Washington; Holiday: Valentine's Day; Places: Asia/Africa
March – Places: Ireland, England; People: Kings & Queens
April – Places: Japan, Egypt, Oklahoma/Land Run, United States
May – Places: China & India

Geography. The people and events studied are a natural lead-in to the study of other countries. Students learn the location of Spain and Italy during the study of Columbus. By the end of the school year most of the students can locate all of the continents. Young children are interested in our world and enjoy learning about maps and globes. A variety of countries are studied including Africa, Asia, and the United States.

Cooking. A variety of cooking activities are planned and implemented by the students. Students learn to use the Planning Talent prior to the cooking so that all goes smoothly. Students have created many interesting dishes.

Art & Music History. The curriculum includes a year long unit in music and art appreciation. Each month we study the life and times of selected artists and composers. Interdisciplinary activities include geography, art, history, math, music, movement, and listening skills. The *SAILS* student books are used with this unit.

WORK AREAS

Each morning students work with a teacher in math, language arts, reading, and combined science and social studies. When students are not working directly with a teacher they are free to make choices of work in the independent work area. The independent work area is comprised of the dramatic play area, the art easel, the science table, plus a variety of art materials and manipulatives.

PRIMARY II

Teachers:

Marti Sudduth Since 1985
Northeastern State University, B.S.,
Early Childhood Education
Kumon Training & Trainer for TPS joint projects
Shurley English Method Training
Admin. U.S. Dept. Ed. Grant '93-'95 & '99-'01
IIM Training
Rimm Parenting for Achievement Trainer

Pam Thomason Since 1998
Oklahoma State University, B.S
Family Relations & Child Dev.
Teacher Javits U.S. Dept. Ed. Grant '99-'01
Presenter OAGCT '99
IIM Training
Kumon Training

Wanda Smith Since 1998
Langston University, B.S.
Elementary Education
IIM Training
Teacher U.S. Dept. Ed. Javits Grant '99-'01
Presenter OAGCT '99-'00
NAGC '99
Kumon Training

D.J. Beck Since 2000
Oklahoma State University, B.S. Health Promotion
Univ. of Tulsa MA in progress
Kumon Training

Marti Sudduth, Wanda Smith, D.J. Beck and Pam Thomason

GOALS
Primary II goals are both academic and behavioral in scope. A structured environment with a reward system and positive reinforcement is in place. The goal for students is to develop a positive work ethic where they are responsible for their actions both academically and behaviorally.

OBJECTIVES
Reading Objectives. Students will: show an interest in reading; read well orally; read independently; develop the ability to comprehend and retain knowledge; understand that there are different styles of writing; read with expression; develop word recognition skills.

Spelling Objectives. Students will: understand and recognize long and short vowels; understand and recognize consonant blends; complete and return daily homework on time; prepare for weekly test.

Language Arts/Grammar Objectives. Students will: write legibly; write independently in complete sentences; express ideas clearly (main ideas and supporting ideas); write with expression and style; transfer skills learned in class to their own writing process; understand the writing process (First draft, editing, and publishing); use the Quickword dictionary independently.

Math Objectives. Students will: understand the concepts of addition and subtraction (numbers to 100); understand ordinal numbers (naming positions); understand common shapes; understand length (comparing and measuring); understand weight (comparing and measuring); understand comparison of numbers using subtraction; understand picture graphs; understand the concept of multiplication (numbers to 40); understand division (sharing and grouping); understand fractions (halves and quarters); understand the concept of time (hours and half hours); understand the concept of money; be able to do problems involving the addition and subtraction of money.

Social Studies/Science Objectives. Students will: organize and understand pertinent concepts; seek out resources and use materials appropriately; contribute to class discussions; follow directions during activity time; show growth in critical thinking.

Attitudinal and Behavioral Objectives. Students will: work independently; follow directions; get along well with others; show respect for teachers and classmates; show responsibility; complete and turn in homework on time.

PROGRAM
LANGUAGE ARTS
Oral reading occurs daily. Reading is taught in a variety of ways in order to meet the children's individual needs.

Mastering good comprehension skills is an important part of the reading program. D'Nealian handwriting skills, punctuation, and parts of speech, are slowly introduced and improved upon during the year through "Word Work," a whole language approach to writing and reading. Primary II students continue writing stories each day with the use of their own personal dictionaries. Students work on editing and revising their written stories with the use of skills learned throughout the year. Silent reading is always encouraged. Shurley Grammar is used to teach skills needed to identify parts of speech, sentence patterns and basic grammar rules.

Topics and Concepts. Short vowels; initial consonant blends; final consonant blends;one syllable words ending with long vowels including y; silent e words; digraphs - sh, th, wh, ch, tch, ng, ck; diphthongs - ee, ea, ay, ai, ow and oa.

Big Books Used. *The World of Ants; Fascination Insects; Every Insect; Pumpkin, Pumpkin; Long Gone; A Butterfly is Born; I Know an Old Lady; Which Way Now?; The Cat and the Parrot; Coyote and the Butterflies; Antonio's Lucky Day; The Crocodile and the Ostrich; Raven Brings the Light; Little Masha and Misha the Bear; The Search for the Magic Lake; The Bojabi Tree; The Wild Swans; The Most Beautiful Thing in the World; Horse and Toad; and the Legend of Knockmany.*

Phonic Workbooks. *Explode the Code 1 1/2* by Nancy Hall & Rena Price, *Explode the Code 2 1/2, 3, and 3 1/2*

Writing

First Semester – Children are involved in a review of correct formation of letters and numbers. When the children demonstrate mastery of letters and numbers they go directly into story writing. Quick Word dictionaries are used for correct spelling. If the child chooses to publish a story, the editing process is done with correct capitalization, punctuation, and sentence structure. Once the story is copied onto publishing paper, it is illustrated by the child. Then the child shares the story with the class and the published story is hung on the bulletin board.

Second Semester – After winter break, stories are longer, more involved, and more complex. Good penmanship is encouraged in all work.

Reading. The *Portals to Reading Junior Workbooks* are used for each trade book we read (Published by Perfection Learning Corp.) Even if the child has read the books at home, there are many additional things to learn. Students learn to identify and describe the characters, plot, and setting of each book. Base words, compound words, rhyming words, words with dual meanings, story order, fact versus opinion, pronouns, cause and effect, homophones, contractions, antonyms, synonyms, idioms, words with long vowel sounds and short vowel sounds, consonant sounds, consonant blends, vowel teams, and R-controlled vowels are covered with the work sheets for these books.

Books Used. *Frog and Toad All Year; Ira Sleeps Over; Frog and Toad are Friends; Nate the Great; Frog and Toad Together; Watch Out for the Chicken Feet in Your Soup; Amelia Bedelia Goes Camping; The Pain and the Great One; Bedtime for Francis; Alexander and the Terrible Horrible, No Good, Very Bad Day; Cloudy with a Chance of Meatballs; Gregory, The Terrible Eater; Miss Nelson is Missing; Stone Soup; and The Emperor's New Clothes.*

MATH

Math in Primary II incorporates Kumon math (see Special Subjects) and Singapore Math. Students build upon and extend their skills in addition and subtraction to include an understanding of place value. The basics of measurement, fractions, money, and time are taught. A variety of math manipulatives are used to make the learning of concepts concrete and meaningful.

SCIENCE

The Primary II science theme is "Investigating Changes Around Us." Topics included are: Weather, Insects, Save the Earth, the Rain Forest, Plants and Dinosaurs. The purpose of Primary II science is to develop inquiry skills needed for scientific investigation.

SOCIAL STUDIES

"Living Together at Home and at School" is the Primary II Social Studies theme. Units include: Celebrating Diversity, Native Americans, and Famous Americans. Important historical events are discussed as they arise.

UNIT STUDIES

During the morning each student does research through sustained silent reading and completes fact cards on our unit theme. These activities are age appropriate and one of the first steps in developing their abilities to take information and share it with classmates to demonstrate what they have learned.

PRIMARY III

Teachers:

Melanie Kelsey 1989 & since 1993
Northeastern State University, B.S.
Elementary Education
Okla. Teacher Certification
Kumon Training
Great Books Training
Teacher U.S. Dept. Ed. Javits Grant '93-'95 &'99
IIM Training
Attended OAGC '94-'00
Presenter OAGC '96-'00

Priscilla Langenderfer Since 1993
University of Tulsa, B.M.E. Music Education
Word Works and Kumon training
Great Books Training
Teacher U.S. Dept. Ed. Javits Grant '99
IIM Training

Cate Potter 1998-99 & since 2001
University of New Hampshire, B.A. Zoology
Colorado State University, M.S. Ecology

GOALS

The goals for Primary III are to develop students' academically, socially, and creatively. Classroom activities encourage academic and creative growth as well as good citizenship.

Cate Potter, Melanie Kelsey and Priscilla Langenderfer

OBJECTIVES

Reading Objectives. Students will: use word attack skills on new words; understand and interpret what is read; read orally with fluency and expression; demonstrate critical thinking skills; complete written activities independently.

Language Arts/Grammar Objectives. Students will: show originality and style in writing; organize and proofread; write legibly; write in complete sentences; show growth in use of capital letters and punctuation; complete journal requirements in a timely manner.

Spelling Objectives. Students will: understand and use consonant sounds correctly; understand and use vowel sounds correctly; complete and return daily homework on time; prepare for weekly test.

Social Studies Objectives. Students will: begin learning research methods; complete research projects on time; organize and use materials in class; understand and apply pertinent concepts; participate and follow directions during group activities.

Mathematics/Kumon Objectives. Students will: learn word problem solving skills; be accurate in computation; understand regrouping concept; understand place value concept; understand simple multiplication and division concepts and facts; progress well in Kumon.

Attitudes and Behavioral Objectives. Students will: follow directions; work independently; demonstrate responsibility; display cooperative attitude; seek help when needed; get along with others; respect authority; turn in homework; demonstrate self-control; take care of classroom materials; exhibit a cooperative attitude.

PROGRAM

LANGUAGE ARTS/SHURLEY GRAMMAR

Students write in their individual journals daily. Upon completion of a story, editing and publishing follow, allowing students to use the grammar and handwriting skills learned in class. D'Nealian handwriting skills are reinforced and cursive handwriting is introduced. The parts of speech, sentence patterns and primary grammar rules are taught with the Shurley Grammar method. Students read aloud daily in small groups. Reading materials include a variety of literature (prose and poetry) designed to accommodate a range of abilities and interests. Spelling words are determined weekly through a pretest. Groups are on various grade levels.

Concepts covered include: review vowel sounds, consonant blends and digraphs, compound words, synonyms, antonyms, homonyms, capital letter usage, beginning story structure, sentence structure, proper nouns, multiply meanings of words, reading for facts and hidden ideas, word endings, base words, classifying words, cause and effect in stories, reading for context.

Reading Books Used. *Boxcar Children, Beast in Ms. Rooney's Room, Principal's New Clothes, Dr. DeSoto, Little House in the Big Woods, Sarah Plain & Tall, Stonefox, The Hundred Dresses, Legend of Sleepy Hollow, Fishface, Candy Corn Contest, Chocolate Touch, Ramona Age 8, Secret Garden, The Best Christmas Pageant Ever, Amelia Bedelia, Chocolate Fever, Linnea in Monets Garden, Hundred Penny Box, Hershel and the Hanakkuh Goblins.*

MATH
Concepts and foundations are developed through Kumon (see Special Subjects), Singapore Math, *Miguon* and the *Addison-Wesley Mathematics* series. Students extend their learning in such areas as graphing, multiplication and division facts, fractions, estimation, measurement, geometry, patterning, money, time, story problems and simple algebraic equations.

SCIENCE
The goals of Primary III Science are that students enjoy science and become careful observers. These goals will also be enhanced during classroom center times.

In science class Primary III students make use of Talents Unlimited. For example, the class uses the Productive Thinking Talent and the Decision Making Talent in deciding many, varied, and unusual ways to moisten plants. Then students use the Forecasting Talent to predict the outcome of using particular moistening agents. Students use the Planning Talent and the Communication Talents in observing and recording the process. Hands-on activities are an integral part of the class. Some of the natural phenomenon which students will observe, predict, and record are: heat rising, influence of temperature on air and states of matter (liquid, solid, and gases).

SOCIAL STUDIES
Students learn about the U.S.A. and other countries. Students will gain knowledge of a country's customs, culture, language, geography, and economics. Students will also learn about city and state governments, U.S.A. (states), various countries, presidents, maps, directions, continents and ancient Egypt.

Students begin learning to conduct their own research by selecting a state, president, or place of interest. Once the research is complete, class presentations are made.

PHYSICAL EDUCATION
Students learn about physical fitness through a jog/walk program and discussions about pulse rates, nutrition, health habits and exercising. They work with jump ropes and ball handling, and have group calisthenics to develop coordination.

SPECIAL SUBJECTS
Students also have classes with specialists in music, Spanish, computer, library, science, art, and work with the Talents. Please refer to the SPECIAL SUBJECTS section for a description.

INTERMEDIATE I

Teachers:

Gina Lewis Since 1995
Rogers University, B.S., Elem. Ed.
Word Works Training
Talents Unlimited Training
Kumon Training
Attended OAGCT '96, '99-'01
Attended NAGCT '98-'00
Teacher U.S. Dept. Ed. Javits Grant '99-'01
IIM Training
Great Expectations Training
Univ. of Tulsa graduate work, Gifted Ed
Nominee for Disney's outstanding teacher award

Joni Messer Since 2000
Claremore Junior College
Southwestern OK State University
Administrative work
Javits Grant program '00-'01
Library Assistant 1999
Kumon Training

Gina Lewis and Joni Messer

GOALS

The goals for Intermediate I are for students to develop effective language arts and math skills, develop an understanding of history and geography, enhance study skills, and become good classroom citizens.

OBJECTIVES

Reading and Language Arts Objectives. Students will: exhibit reading comprehension through reading journals, oral discussions, and reading; broaden their vocabularies and word recognition through the regular study of spelling and vocabulary words; recognize the parts of speech and label them correctly; write complete sentences using proper grammar and spelling; develop a paragraph using an introduction, body, and conclusion; research and gather information into a format that can be communicated orally, visually, and in written form.

Math Objectives. Students will: stay focused and work diligently on individually paced Kumon math; develop and improve math skills including addition, subtraction, multiplication, division, fractions, measurement, gathering data, and recording data.

Social Studies Objectives. Students will: study maps, globes, and atlases to become aware of the geographical context in which they live; demonstrate an understanding of historical concepts develop projects that require outside work, extra effort, and organizational skills.

Study Skills Objectives. Students will: enhance their dictionary and encyclopedia skills through practical experience; be responsible for classwork, homework, and corrections file; develop test taking skills.

Behavior Objectives. Students will: respect teachers, classmates, and themselves; exhibit personal responsibility for actions, class work, and personal property; focus on work and follow directions accordingly; finish class work and homework in expected framework of time; complete assignments neatly and promptly.

PROGRAM

LANGUAGE ARTS

Lessons focus on vocabulary, sentences, grammar and usage, mechanics, composition skills and study skills. The students learn to apply knowledge of language structure and language conventions while reinforcing skills using references from the Shurley Method.

Reading. The reading program uses children's literature, primarily Newbery Award and Honor Books, general literature and poetry to provide varied subjects, levels, and types of reading. Activities build on previously acquired skills in phonetic analysis, comprehension development, and higher level thinking skills. Skills needed for reading in the content areas are emphasized. Journaling and content worksheets are used to assess comprehension.

Spelling. The spelling program provides a systematic approach to sound-spelling relationships based on patterns or structure of words. Group instruction is used to introduce spelling patterns and structure, and

students will be grouped according to their abilities. Vocabulary building is an important part of spelling and is emphasized in Intermediate I. Dictionary and proofreading skills are developed.

Writing. The continuation of the organic, whole language method of reading and writing provides reinforcement of grammar and punctuation skills on an individual basis. Both oral and written reports provide extended practice for correct language usage. Students continue to master D'Nealian manuscript and begin D'Nealian cursive as they demonstrate readiness. Weekly writers' conferences continue to help students learn to clarify and revise their written work. Emphasis will be placed on sentence structure and paragraph writing. Poetry is another important aspect of writing in this class. Students will develop a personal portfolio of their best work.

MATH

Kumon, Singapore Math, and the *Addison-Wesley Mathematics* series form the basis of the Intermediate I math curriculum. Students work on maintaining and developing computation skills in addition, subtraction, multiplication, and division. Work on time, estimation, measurement, money, geometry, and graphing continue. Students are introduced to fractions and simple probability.

SOCIAL STUDIES

The objective of the social studies program is to develop critical thought and inquiry. Students continue to develop their knowledge and understanding of various historical time periods. They enhance their knowledge of significant events, persons, and ideologies shaping these periods of history. Students will study the daily life, art, architecture and music of the periods. They will do research, produce plays, and develop products focusing on the time periods. Materials utilized will include biographies, maps and historical fiction. Emphasis will be placed on geography, states, capitals, and the study of ancient Greece and Rome.

SPECIAL SUBJECTS

Students also have classes with specialists in music, Spanish, computer, library, science, art, and work with the Talents. Please refer to the SPECIAL SUBJECTS section for a description.

INTERMEDIATE II

Teachers:

Julie Lindsey Since 2000
University of Oklahoma, B.S., Elem Ed
11 years teaching experience, 7 in 5th grade
Colonial Williamsburg Teaching Inst. of History
Schools Attuned Training
Integrated Thematic Instruction Training
Shurley English Method Training
Kumon Training

Vicky Alexander Since 1996
Teacher's Assistant, Int II '96-'01
Attended OAGCT '97-'01
Kumon Training
IIM Training
Teacher U.S. Dept. Ed. Javits Grant '99-'00

Julie Lindsey and Vicky Alexander

GOALS

The goals for Intermediate II are for students to communicate clearly and effectively both orally and in writing, become competent and confident readers, to understand and recognize mathematical relationships, to become more proficient and self-confident in math, and to gain greater depth of knowledge and understanding of our world.

OBJECTIVES

Language Arts Objectives. Students will: demonstrate an understanding of grammar skills; organize and express ideas in written work; identify and understand the eight parts of speech; write clear, concise sentences; compose paragraphs and essay with an introduction, body, and conclusion. The *Shurley Method: English Made Easy* by Brenda Shurley is one of the resource materials used to teach these objectives.

Reading Objectives. Students will: read independently; comprehend what is read; understand and apply vocabulary; read aloud smoothly with few errors; organize and express verbal and written ideas; demonstrate higher level thinking skills.

Math Objectives. Students will: apply number sense and numeration to whole number computations; apply number sense and numeration to problem solving; apply estimation to computation and problem solving; utilize critical thinking skills; demonstrate understanding of a variety of math concepts.

Social Studies Objectives. Students will: locate and interpret information using a variety of sources; understand historical events and their impact on today's society; demonstrate an understanding of concepts in verbal and written form.

Social Behavioral Objectives. Students will: demonstrate compassion through listening and being sensitive to other's needs; confidence in their abilities; initiative; honesty and integrity; leadership; self-discipline; responsibility and accountability; perseverance in setting goals and completing assignments on time; respect for property and authority.

PROGRAM

LANGUAGE ARTS

Reading. Students participate in a variety of daily activities including independent silent reading, oral reading in small groups, group discussion, as well as written response journal entries. The reading materials consist of Newbery Award and Honor Books and classic literature. Skills needed for reading in the content areas are emphasized. Student activities will build on vocabulary development, analysis, comprehension, and higher level thinking skills.

Writing. Intermediate II students continue to develop and improve their skills in the writing and research process. Students are involved in expressive writing in journals and poetry. Emphasis is on paragraph structure, descriptive, expository and narrative writing. The spelling program provides a systematic approach to sound-spelling relationships based on patterns or structure of words. Students continue to master D'Nealian cursive writing. *Write Source 2000* is used for writing and language arts.

MATH
Basic math concepts and facts are introduced and reinforced through *Kumon,* which is individualized. *Small* group instruction focuses on problem solving techniques, geometry, probability, place value, graphing and measurement as well as critical thinking skills. *Addison-Wesley Mathematics* will be used.

SOCIAL STUDIES
The purpose of Intermediate II social studies is to give students greater depth and breadth of knowledge and understanding of our world. This is accomplished through the study of geography, Medieval history, Early American history and Oklahoma history. In geography students use a world atlas weekly. They learn to interpret maps as well as locate important land and water areas. The *SAILS* world history topic is the Middle Ages. SAILS Middle Ages Book, A History of US-The First Americans by John Hakim, and Oklahoma, The World Around Us by Geneva Hudson are among the resource materials used.

SPECIAL SUBJECTS
Students also have classes with specialists in music, Spanish, computers, library, science, P.E. and art. Please refer to the SPECIAL SUBJECTS section for a description.

OLDER INTERMEDIATE I

Teachers:

Marilyn Cox Since 1996
University of Tulsa, B.S. Accounting
University of Tulsa, M.A. Gifted Education
Kumon Training
Computer Training
Teacher U.S. Dept. Ed. Javits Grant '99-'01
IIM Training
Shurley English Method Training
Great Books Training
NAGC & OAGCT Presenter
Language Arts Teacher Training

Cyndie Kidwell Since 1990
Tulsa Community College
associate degree in progress
Kumon Training
Teacher U.S. Dept. Ed. Javits Grant '93-'95 &'99-'01
Summer Kumon Teacher '93-'97
IIM Training

Jana Ecrette Since 1997
OSU, B.S. (39 hours history & government; 38 hours math, accounting, & finance)
OSU, M.A. Gifted Ed in progress
Instructor, Tulsa Junior College, Info Sys
Teacher U.S. Dept. Ed. Javits Grant '99-'01
Great Books Training
Kumon Training
IIM Training
NAGC Presenter
OAGC Scholarship Award for math curriculum '01

Cyndie Kidwell, Marilyn Cox and Jana Ecrette

LANGUAGE ARTS
GOALS
The goal for language arts is to develop students who are able to effectively communicate through a variety of means.

OBJECTIVES
Students will: demonstrate appropriate practices in speaking and writing; understand and implement the structure and patterns used in grammar; understand and implement the rules for spelling and punctuation; utilize elements of style; demonstrate understanding and use of increasing vocabulary; write effective narratives; refine editing skills; communicate through a variety of forms and for various audiences.

PROGRAM
Students study poetry, literature, penmanship, listening and reading comprehension, study and organizational skills. Shurley English is used to incorporate the teaching of grammar and sentence structure into the writing curriculum. A strong skill foundation in spelling, grammar, sentence and paragraph structure, editing, and vocabulary provide the basis for the writing and editing process.

Each spring students complete a Type III study which requires individual research on a topic of their choice, choosing subtopics, taking notes, organizing information, typing and editing a report, and preparing and presenting a product related to their topic. The Independent Investigation Method (IIM) is used to teach research skills as well as expand students' knowledge in the subject areas.

Texts used. *The Shurley Method: English Made Easy* by Brenda Shurley and *Independent Investigation Method: A 7-Step Method for Student Success in the Research Process* by Nottage and Morse.

SOCIAL STUDIES
GOALS
The overarching goal is to foster in the students an excitement for discovering and learning and expose them to historical situations that challenge their critical reasoning and nurture their search for meaning. Additional goals are: to teach the concept of systems and promote understanding of structure, function and pattern as key elements; to develop reasoning skills with application to the social studies; to develop inter-personal and social group process skills; to advance content knowledge and understanding in the areas of history, geography, civics, and economics.

OBJECTIVES

Grade 5 history and economics. Students will: identify the impact of the encounter between Europeans and Native Americans; describe early European settlements in Colonial America; identify reasons people came to America; compare and contrast life in the colonies from various perspectives; identify reasons contributing to the beginning of slavery in North America; describe similarities and differences in the colonies; relate contributions of important individuals and groups; examine sources and results of conflict between England and the colonies; identify individuals who contributed to the American Revolution; identify and evaluate major events of the Revolutionary War; sequence territorial exploration, expansion, and settlement of the U.S.

Grade 6 history and economics. Students will: understand the evolving government of the new nation and the first 16 presidents; understand the beginning of political parties; relate planning and building the nation's capital; understand the foundation and implications of judicial review; understand the first census; understand the implications of colonial migration on Native Americans; analyze the Louisiana Purchase and its effect of the U. S.; identify Lewis and Clark and their contribution; examine the impact of Native American individuals in their attempt to unite the tribes; identify the causes and results of the War of 1812; understand the Industrial Revolution; examine the development of modern transportation; compare and contrast the experience of African Americans with other Americans; understand the abolitionist movement; analyze westward expansion.

Grade 5 and 6 Geography. Students will: understand and use various maps; understand and use basic geographical terms and concepts; understand how geography impacted the settlement and growth of the U.S.; recognize states and countries on political maps.

DRAMA BASED ON SOCIAL STUDIES CONTENT

Throughout the year students improve acting and improvisational skills through participation in classroom activities related to social studies content. Using topics from the social studies curriculum, each class collaborates on developing an original play that is performed at the Winter Drama Festival.

Texts used: *A History of U.S.* by Joy Hakim, books two and three for fifth grade: *Making Thirteen Colonies* and *From Colonies to Country*. In addition, *Building a New System: Colonial America 1607-1790* by Christine L. Hill will be used as a supplement, and emphasis will be placed on using primary source documents. Grade six will use *A History of U.S.* books four and five: *The New Nation* and *Liberty for All?* Objectives in both grades include class work and discussions, research projects, student presentations, dramatic reenactments, and reading historical fiction.

MATHEMATICS

GOALS

The goal of the math program is to produce students who are both mathematically competent and confident. Like the learning of music, the learning of math requires practice that approaches problems from a variety of angles and encourages children to use intuition and develop a facility at quickly estimating correct results.

Pre-testing is done throughout the year for placement and curriculum compacting. Students who learn the required materials more quickly have the opportunity for curriculum extensions or an alternative path through the content.

OBJECTIVES -5th grade

Number Sense. Students will: use the structure of fraction and decimal number systems through 1000ths to solve problems; compare, convert, and order common fractions and decimals to 100ths place; represent with models the connection between fractions, decimals, and percents and be able to convert from one representation to another; explain 25%, 50%, and 75% and use these to solve problems and relate them to their corresponding fractions and decimals; apply the basic properties of arithmetic - commutative, associative, distributive, identity, and inverse; identify factors, multiples, odd, even, prime, and composite numbers.

Patterns. Students will: use variables to solve problems or to describe general rules in algebraic expression form; simulate algebraic problem-solving techniques.

Operations. Students will: multiply and divide whole numbers and decimals with 2-digit multipliers of divisors; develop estimation and computational skills in adding and subtracting decimals with different place values; use whole number, fraction, decimal, or common percent estimates in practical, everyday situations.

Geometry. Students will: identify, describe, compare, and classify geometric figures and their attributes using appropriate geometric terminology; develop understand, and use formulas to find the perimeter and area of a rectangle; compare the measure of angles extending to 180 degrees.

Measurement. Students will: use nonstandard units and standard units to find the volume of rectangular solids and estimate the volume of other solids; measure an attribute using the appropriate tool; convert measurements within the same system; estimate, calculate, and/or compare perimeter, area, volume, and surface are of given objects.

Data Analysis. Students will: organize data using tables and graphs and justify the selection of the table or graph used; compare and translate between complex displays of data; formulate questions, design investigation, consider samples and collect, organize, and analyze data using observation, measurement, surveys, or experiments; determine the range (spread) and the mean (average or middle) of a set of data; investigate the likelihood (probability) of events occurring in familiar contexts and in experiments; express probabilities as fractions.

Problem Solving. Students will: use problem-solving approaches; formulate problems from everyday and mathematical situations; develop, test, and apply strategies to solve a variety of routine and non-routine problems; verify and interpret results with respect to the original problem; distinguish between necessary and irrelevant information in solving problems.
Text used: Addison-Wesley Mathematics 5/6 Supplemental Text: *Middle School Math Challenges; 101 Brain-Boosting Math Problems; Houghton Mifflin Mathematics* 5/6; *McGraw-Hill Spectrum Math* 5, 6, and7; *Milliken Math* 6

OBJECTIVES - 6th grade
Number Sense. Students will: develop estimation and computation skills with fractions; compare and simplify fractions and name equivalent fractions in a variety of ways; choose appropriate representations from among whole numbers, fractions, decimals, and percents; identify and apply equivalent fractions, decimals, and percents using a variety of methods; estimate solutions to multi-step problems using decimals, fractions, and percents and determine, convert, compare, and order decimals, fractions, and percents using a variety of methods.

Patterns. Students will: describe, extend, and create patterns using tables, graphs, models, and rules; use number patterns to discover and describe properties of number sets; apply the order of operations; demonstrate the concepts of Greatest Common Factor and Least Common Multiple using factor trees and prime factorization.

Operations. Students will: add, subtract, multiply and divide fractions; apply the basic arithmetic operations to fractions, decimals, and percents in problem solving situations.

Geometry. Students will: identify, compare, and measure acute, obtuse, right, complementary, and supplementary angles; identify lines of symmetry and classify figures in terms of congruency and similarity; develop and use formulas to find the circumference and area of circles; describe the effect of performing basic transformations of objects and figures.

Measurement. Students will: compare and convert units within the same measurement system and express the conversions using appropriate unit labels; compute measurements of combined units; select and use appropriate units, scale, and tools for measurement in practical applications; justify reasonable estimates for measurements.

Data Analysis. Students will: collect, organize, and interpret data to solve problems; construct and interpret graphs of statistical data; interpret a set of data using mean, median, mode, and range in a variety of contexts.

Problem Solving. Students will: develop and test strategies to solve practical, everyday problems which may have single or multiple answers; formulate problems from situations within and outside mathematics and generalize solutions and strategies to new problem situations; evaluate results; apply a variety of strategies to solve problems, with emphasis on multi-step and non-routine; use a variety of methods to model mathematical situations.
Text used: *Addison-Wesley Mathematics* 5/6; Supplemental Text: *Middle School Math Challenges; 101 Brain-Boosting Math Problems; Houghton Mifflin Mathematics* 5/6; *McGraw-Hill Spectrum Math* 5, 6, and 7; *Milliken Math* 6

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Pre-Algebra. Once students have completed core curriculum in Addison-Wesley Mathematics 6 they will begin daily lessons in the *Saxon Math Algebra* 1/2 book. See 7th grade Math Objectives.

COMPUTER

Keyboarding and word processing skills are practiced using the programs *Type to Learn, Microsoft Office* and through language arts applications such as Type III assignments. Students will learn to use the internet for research in all subject areas. Various other computer applications will be used, such as *Power Point* and *Decisions, Decisions*.

KUMON

Students continue to use Kumon Math, an individualized, self-paced approach to math that emphasizes repetition, speed and accuracy. Kumon Math helps students internalize basic math skills and learn task commitment and the ability to focus. Review packets will be given, at the teachers' discretion, to review concepts needed to successfully complete current Kumon packets.

SPECIAL SUBJECTS

Older Intermediate I students also have classes with specialists in music, art, science, Spanish and library. Please refer to SPECIAL SUBJECTS section for descriptions.

OLDER INTERMEDIATE II

Teachers:

Katie Abercrombie Since 1990
University of Oklahoma, M.B.A.
University of Oklahoma, B.S., Journalism
Tulsa Tribune, Reporter
Tulsa Jr. College, Writing Instructor
Shurley English Method Training
Teacher U.S. Dept. Ed. Javits Grant '93-'95 &'99-'00
NAGC & OAGCT presenter
IIM Training
Who's Who of American Education 2000

Jana Ecrette Since 1997
OSU, B.S. (39 hours history & government)
OSU, M.A. Gifted Ed in progress
Teacher U.S. Dept. Ed. Javits Grant '99-'01
Great Books Training
Kumon Training
IIM Training
NAGC Presenter

Marilyn Howard Since 1984
Indiana University, M.A., Mathematics
University of Tulsa, B.S., Mathematics
T.U. Summer Institute, Statistics & Probability, 89
Kumon Training, Houston, TX and Tulsa
Teacher U.S. Dept. Ed. Javits Grant '93-'95 &' 99-'00
Geometry, Algebra & Computer Workshops '97
IIM Training
NAGC & OAGCT presenter
OK Middle School Math Teacher of the Year 2000

Becky Holleman Since 1998
University School graduate
University of Tulsa degree in progress

Jana Ecrette, Becky Holleman, Katie Abercrombie and Marilyn Howard

LANGUAGE ARTS
GOAL
Language arts is the vehicle of communication for all of life's activities. The goal for language arts is to ensure that all 7th and 8th grade students can engage successfully in writing, reading, researching, studying, and analyzing.

WRITING GOAL
The goal for writing is for students to be able to communicate effectively.

WRITING OBJECTIVES
Students will: do prewriting (generating the topic and organizing the information); drafting (putting ideas on paper); revising (refining for content); editing (refining for mechanics); and publishing (writing for an audience); write clear, correct sentence structure as taught through goofy sentence lessons, editing sheets, and peer editing; write complete sentences; edit for usage, mechanics, and spelling; learn the patterns, formation rules, and categories of English words and sentences as taught with the Shurley English system and reinforcement exercises; compose paragraphs and essays with an introduction, body, and conclusion; write thesis statements, topic sentences, specific supporting details (using facts, details, explanation, examples, or descriptions), and attention getters; produce vivid, descriptive writing with techniques such as active verbs, distinctive modifiers, similes, metaphors, and the five senses; write short stories with an introduction, body, and conclusion; identify characters, settings, problems, struggles, climax, and resolutions as part of short story structure; learn how dialogue "shows, not tells" the story; read and analyze children's picture books and famous adult writers; study the lives and verse of famous poets, write in various poetic forms; interpret elements of poetry such as word choice, figurative language (e.g., metaphor, simile, alliteration, onomatopoeia, personification, and symbolism), line length, rhythm, rhyme, and stanza.

READING GOAL
The goal of the reading program is to comprehend, interpret, evaluate, and appreciate texts.

READING OBJECTIVES
Students will: read one book each month (year around) and write book reports; read a variety of materials including historical fiction to support social studies units and other fiction to support language arts units; use story structures and literary elements such as goal, plot, setting, theme, characterization, conflict, and resolution to analyze literature; practice listening to or reading short articles and answering questions in order to sharpen focusing skills; be introduced to speed reading concepts and learn to adjust reading rates and use appropriate reading strategies to match the purpose, difficulty, and characteristic of the text; study vocabulary

to facilitate reading comprehension.

RESEARCH GOAL
The goal of research is to use a wide range of reading to acquire knowledge, gather facts, and organize the information.

RESEARCH OBJECTIVES
Students will: be introduced to the stock market during research for the Tulsa World Pick-A-Portfolio contest; learn to narrow a topic, conduct library research, take notes, paraphrase relevant information, organize a 6-7 page typed paper with MLA works cited; practice planning skills by setting up a long term calendar, set intermediate goals and deadlines; create a product for the topic; demonstrate appropriate use of informational sources (e.g., reference books, almanacs, atlases, encyclopedias, dictionaries, thesauruses, electronic card catalogs and databases, tables of contents, glossaries, indexes, magazines, newspapers, and the Reader's Guide to Periodical Literature).

Penmanship. The goal of handwriting/penmanship is to facilitate written communication.
Objectives
Student will: be aware of the importance of legibility to facilitate communication; practice this skill when need is demonstrated.

Study and Thinking Skills. The goal of study and thinking skills is for students to stay organized, both externally and internally.
The student will: learn strategies for setting study priorities, plan time for long term and short term projects, maintain a homework assignment notebook, and keep personal materials organized; learn note taking and test preparation skills; practice the logic behind analogies.

PROGRAM
Language Arts Topics & Concepts. Essay structure, paragraph structure, library research, poetry, editing for content and mechanics, grammar and sentence structure, spelling and syllabication, study and organizational skills, analogies, speed reading, listening and reading comprehension, literature appreciation, penmanship, listening skills, SAT vocabulary

Scope and Sequence of Writing Curriculum
Ongoing throughout the year – Sentence structure: goofy sentence lessons, editing sheets, peer editing
Paragraph and short essay structure: topic sentence lessons, supporting details lessons, essay structure
Poetry: students learn to write in various poetic forms, students study lives and writings of famous poets
Personal anthology: collection of creative prose and poetry with illustrations
Fall semester and January – Creative writing: descriptive writing; 5 senses lesson; show, not tell, lessons; fiction structure analysis and writing
January through April – Stock Research: students are introduced to the stock market as they research stocks for the Tulsa World Pick-A-Portfolio contest. Writing, reading, and analysis assignments stem from this unit.
– Type III research paper: students learn to narrow topic, complete library research, take notes, and organize a 6-7 page typed paper
April/May – Type III product: students learn to present research material in a visual format

Report Writing and Enrichment
Individual and group activities include three types of enrichment:

Type I Exposure to a wide variety of informational resources allows students to explore and assess their interests. Printed matter, guest speakers, visual presentations, and field trips are utilized to introduce new concepts.

Type II Skill development to enable independent learning is tailored to the interests and abilities of students. Students learn to locate, interpret, and classify information and to use a personal filing system.

Type III Research, conducted individually, culminates in multimedia products for presentation to an audience. The pace, scope, and product requirements are tailored to the research project. Written reports are required from all students.

Grammar and Writing Skills. Class time each week is set aside for small group lessons. The patterns, formation rules, and categories of English words and sentences are systematically taught with the Shurley English System. Appropriate reinforcement exercises are given and remedial needs are targeted for further individualized instruction. Grammar and other skills are connected and applied to student writing. Students

analyze and correct their individual writing patterns.

Study Skills. Students are taught strategies throughout the year for setting study priorities, planning time for long term and short term projects, maintaining a homework assignment notebook, and staying personally organized. Note taking and test preparation skills are also covered.

MATHEMATICS
GOALS
The goals are for students to value mathematics; be confident in their mathematics ability; be mathematical problem solvers; be able to communicate mathematically; be able to reason mathematically.

OBJECTIVES
Objectives for Pre-algebra. Using the text, *Algebra 1/2* by John Saxon
Students will: compute with decimals, fractions, percents, and integers; use the order of operations; use the properties of algebra; solve simple equations; use unit multipliers and conversion factors; graph on the Real number line and in the Cartesian plane; use exponents and roots of real numbers; understand geometry concepts, including perimeter, area, surface area, and volume of polygons and solids; use both the Metric system and U. S. Customary system; perform problem solving applications; calculate the mean, median, mode, and range of a data sample; calculate probabilities

Objectives for Algebra I. Using the text, *Elementary and Intermediate Algebra, Discovery and Visualization* by Hubbard / Robinson
Students will: simplify linear, absolute value, rational, and radical expressions; solve linear equations and inequalities in one and two variables; find slopes and determine if two lines are parallel, perpendicular, horizontal, or vertical; solve systems of linear equations in two variables; apply the laws of exponents to perform operations on expressions; add, subtract, and multiply polynomials; factor trinomials; solve quadratic equations; use formulas from geometry to solve problems within an algebraic context; solve problems involving the probability of an event and its complement; use graphing calculator technology

Objectives for Algebra II. Using the text, *Algebra and Trigonometry* by Paul A. Foerster
Students will: define and perform operations on real and complex numbers; convert expressions from radical notations and vice versa; add, subtract, and multiply matrices; find the inverse and determinant of a matrix; solve, analyze and graph linear equations, inequalities, and systems; solve quadratic equations by graphing, factoring, completing the square, and using the quadratic formula; identify, graph, and write the equations of the conic sections; use functional notation and specify domain and range; find the inverse of a function and graph; use graphing calculators to apply the inverse relationship between exponential and logarithmic functions to solve problems; solve routine multi-step problems using rate, distance, ratio and proportion, average, and percent; collect data involving two variables and display on a scatter plot; analyze and synthesize data using measures of central tendency and standard deviation; determine the number of combinations and permutations for an event; identify arithmetic and geometric series and sequences

PROGRAM
Each student continues work at his/her own pace through the graduated KUMON levels. KUMON is optional for students in algebra or geometry if they are beyond level J.

Pre-algebra, algebra I, algebra II and geometry students are placed in a math class according to their ability. The progression is either pre-algebra in 7th grade and algebra in eight grade or algebra in the 7th grade and geometry in the eighth grade.

Algebra and geometry books are purchased by the students. Algebra also requires the purchase of a graphing calculator. Texts are provided for pre-algebra. We currently use *Connected Mathematics*, a series by Dale Seymour Publications.

Geometry is taught inductively through a series of investigations which incorporate the software program *Geometer's Sketchpad*. Manipulatives and math games are used in all classes to help reinforce concepts. Problem solving is a main focus. We are constantly looking for number patterns as an important problem solving strategy.

SOCIAL STUDIES
GOAL
The goal for social studies is for students to continue to develop their knowledge and understanding of history, geography, government and current events of the United States and the world. The social studies program

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aims to increase students' awareness through research, discussion and projects.

OBJECTIVES
Students will: build an historical framework for the continuum of history through time; analyze decisions and ways of thinking at given points in history; develop a vocabulary relating to history and government; understand our system of government and how it functions in order to become responsible citizens; think critically about choices made in the past, recognize patterns and forecast how thinks might have been different with different choices, and discuss application to the future; examine lives of individuals who have shaped our world for better or worse, and see how as these individuals impacted the world, and they too, can choose to impact the world; think critically about bias in the media and books; follow historical trends and technological developments and see how these trends impact various areas of life; think critically about choices made in current times, learn to ask questions, and research answers; examine, interpret, and draw political cartoons; examine primary source documents.

Geography. Students will: demonstrate an understanding of geographical terms and vocabulary; use maps to interpret information; see how geography impacts the lives of people in various regions; identify continents, oceans, countries, capitals, major landforms and rivers, and locate places using latitude and longitude.

Skills. Students will: take notes from lecture and/or highlight from written material; participate in class discussion, ask questions, forecast outcomes, think critically; learn how to find information independently through research; present research information orally in front of class; develop a product from research; work cooperatively in groups; study and prepare for class discussion through homework.

DRAMA BASED ON SOCIAL STUDIES CONTENT
Students create a play through improvisation tied to historical content covered in fall social studies curriculum. Students learn basic acting skills by developing their own character and collaborate with class members to produce their play for the Winter [illegible]ama Festival.

Curriculum Materials
7th grade: *A History of Us: Reconstruction and Reform*, and *Age of Extremes*, Joy Hakim.
8th grade: *A History of Us: All the People*, Joy Hakim.
Study guide from the series is predominantly used, with modified emphasis.
Words That Built a Nation, Marilyn Miller; *Key Decisions in U.S. History, A Participator Approach*, Volume 2: 1861-1994, Patrick Henry Smith and John Croes; *World Atlas*, Rand McNally & Company publishers; Project SAILS: *Neoclassicism*; Project SAILS: *Romanticism*

COMPUTER PROGRAM
Students continue to work on keyboarding skills using the program Type to Learn as needed. They also use the software Microsoft Office for word processing, database and spreadsheet applications. The internet is used across the curriculum and proper Netiquette is emphasized.

Each student is given a disk for saving computer and language arts classwork. In addition to computer classes, the computers are available for student use two or three times per week during language arts class. Many writing assignments including the Type III are done on the computer.

Special projects will utilize powerpoint and hyper studio. Visual BASIC will be an optional course of study for programming skills.

SPECIAL SUBJECTS
Older Intermediate students also have classes with specialists in music, art, science, Spanish, and library. Please refer to SPECIAL SUBJECTS section for descriptions.

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SPECIAL SUBJECTS

Music

Band Teachers:

Don Thompson Since 2000
University of Tulsa B. Music Ed
Oklahoma University MM
American Wind Symphony
Pittsburgh, PA
Private lessons on brass instruments

Emily Dofter Since 2000
University of Tulsa
music ed. degree in progress

Vocal Music Teacher:

Ciara McAllister Since 2001
Oral Roberts University BMP Music
Carver Middle School accompanist
Midtown Music School owner/instructor

Emily Dofter and Ciara McAllister

Don Thompson

MUSIC
GOAL
The goal of the music program is to develop an appreciation of music and proficiency in voice and other instruments.

OBJECTIVES
Students will: demonstrate understanding of musical concepts by performing, reading, writing, analyzing, and creating; study melodic and rhythmic concepts in sequences of difficulty; demonstrate performance skills both individually and as part of an ensemble; build a vocabulary of musical terms and symbols which will increase with each year; demonstrate the social skills necessary to work with other students toward achieving musical goals.

PROGRAM
The music course provides a variety of sequentially arranged activities through which students may acquire concepts of rhythm, melody, harmony and texture, form and timbre. The Kodaly and Orff methods of music education are used at University School with both intermediate and primary children. The Kodaly method is used to teach students to read music notation using solfege and hand signs. Students study a variety of musical styles but the core of the music curriculum is American folk music.

The Orff approach to elementary music learning addresses every aspect of musical behavior: performing, creating, listening, and analyzing. It combines singing, movement, speech and the playing of Orff instruments to learn improvisation and musical sensitivity. The soprano recorder is also used in the Intermediate classes.

Course Texts:
The Kodaly Method by Lois Choksy. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
150 American Folk Songs by Peter Erdri. Boosey and Hawks, New York, New York.
Simple Gifts Vol. I, II, III and IV by Helen Wyzga.
Music for Little People, by John Feierabend, Boosey and Hawkes, New York, New York.
Many other musical materials are also used in general music.

CHOIR
Participating in choir offers Older Intermediate students an opportunity to further develop their musical singing voices and to be part of a group with common goals and values. The choir performs for school functions and as an outreach to the Tulsa community.

BAND
The University School band program offers instruction for Older Intermediates students in flute, clarinet, trumpet, trombone and percussion at beginning, intermediate, and advanced levels. Instruments offer a concrete and rewarding extension to learning the language of music.

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Computers

Teachers:

Marilyn Howard Since 1984
University of Tulsa, B.S., Mathematics
University of Indiana, M.S., Mathematics

Cyndie Kidwell
Tulsa Community College, degree in progress

Steven Rubino
DeVry Institute of Technology,
Computer Information Systems

Jason Abercrombie Since 2000
University School graduate
University of Tulsa degree in progress

Marilyn Cox
University of Tulsa, B.S. Accounting
University of Tulsa, M.A. Gifted Education

Marilyn Cox, Marilyn Howard, Jason Abercrombie and Cyndie Kidwell

GOAL
The goal for students is a positive learning experience with the computer which will lead to sophisticated use of this valuable tool.

OBJECTIVES
Youngest Children. Students will: use the mouse, the keyboard, and other computer peripherals. Math and reading readiness skills are also developed through these programs.

Primary Students. Students will: work with keyboarding software; learn basic computer vocabulary; develop logic and problem solving skills; increase their reading and math skills. Students are introduced to LogoWriter, a program that enables them to begin writing simple procedures to create original computer graphics. They use LOGO to write simple procedures.

Intermediate Students. Students will: develop keyboarding skills using *Type to Learn*; use the software Microsoft Office for word processing, database and spreadsheet applications; and demonstrate proper Netiquette for internet use.

Hardware: 20 Dell Dimension XPS T500MHz Pentium III Mini Towers with 512K Cache. Twelve have 64 megs of RAM and 8 have 128 megs of RAM. They all have 40X CD ROM drives and 8 computers have zip drives too. We have an HP Scanner and a Kodak digital camera, and all computers are networked to an HP laser jet printer.

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Science

Teacher:

Melissa Hamby Since 2001
Oklahoma State University, BS Elementary Ed
Special endorsement in middle school science
Arkansas Tech University, MS Gifted and Talented Education
Oklahoma State University, hours toward Ph.D. in Educational Psychology
Teaching experience- 8 years in K-7 self contained, science and gifted ed
K-4 Science Crusades training
Great Expectations of Arkansas, 3 years of training

Melissa Hamby

SCIENCE
GOALS
Goals for science students include: developing an understanding of science as a thought process; making science relevant to everyday life; expanding the science knowledge base; becoming proficient observers and gatherers of information; and enjoying and developing a love and respect of science.

OBJECTIVES
Students will: participate in experiments, make observations, analyze and interpret data, make inferences, draw conclusions, and learn to use and appreciate the scientific method.

PRIMARY I, II and III SCIENCE PROGRAMS
Science curriculum for students at this level is designed to stimulate interest while simultaneously providing opportunities for learning basic scientific concepts that will be revisited in the future. Students are encouraged to participate in classroom discussion. Science is taught in the inquiry style, meaning that students are encouraged to reach a conclusion rather than being told an answer.

Primary I & II Science. These students meet weekly for science. Typically, science instruction will parallel the science units in the regular classroom. Hands-on discoveries and literature experiences will be widely used in these classes.

Primary III Science. Students continue to attend class on a weekly basis. Concepts introduced in earlier classes are revisited and expanded on, helping to build a foundation for future instruction. Areas of study include the scientific method and experimentation as well as physical, life and earth science.

INTERMEDIATE I and II SCIENCE PROGRAMS
Science curriculum for students at this level is designed to expand upon previously learned concepts while laying a foundation for future learning. Students are not viewed as envelopes to be stuffed with information; rather students are encouraged to make inferences and to draw conclusions that lead to understanding of scientific concepts. Training in data collection, the use of logical thought, and higher order thinking skills is provided through experiences that also expand the scientific knowledge base

Intermediate I Science. Students begin to attend science twice weekly. Topics of study are designed to encourage observation and further use of both the scientific method and the Talents Unlimited. Topics explored include: scientific classification, machines, circuits, transportation, sound, light, ecology and cellular functions.

Intermediate II Science. Students at this level attend science three days per week allowing for further exploration. Topics that have been examined in the past are revisited, allowing for further exploration and more complete understanding. Hands-on activities and classroom activities are augmented by the use of science texts. Testing, through both formal and informal assessments such as quizzes, portfolios, poetry writing, interviews and posters, is introduced as well. Topics studied include: space, water, matter, natural disasters, flight and weather.

OLDER INTERMEDIATE I and II SCIENCE PROGRAMS
Students begin to attend science four times weekly. Experimentation, explorations using the scientific method and regular use of the Talents Unlimited Model continue at this level. Classroom discussions, student presentations, group presentations, group work and lab work as well as the occasional video also augment the

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curriculum. Previously learned information and skills are expanded. Guest speakers from a variety of science backgrounds make presentations that enhance the curriculum and match up with student interest. Historical and current events are used to stimulate scientific dialogues and to relate science to every day life. Students in grades 5-8 use both Scott-Foresman and McGraw Hill science texts.

OBJECTIVES

Older Intermediate I. Students will: make observations using standard units of measurement; create data charts using the information gathered through observations; interpret other such charts and to draw inferences from charts and graphs that lead to scientifically sound conclusions; use scientific equipment properly; follow safety rules in order to ensure a fun and safe learning environment for themselves and others; extract meaning from the detailed information presented in scientific texts; participate in group discussions, work with others cooperatively, complete content specific homework and take notes.

Areas of study include: chemistry (atoms, elements, the Periodic Table, and compounds), simple and complex machines, the Laws of Physics, energy, electricity, magnetism, electromagnetic spectrum, space, ecology, anatomy, genetics (DNA and amino acids), cellular biology and plant physiology.

Older Intermediate II. Students will: use the scientific method in the manner learned during Older Intermediate I; follow safety rules to ensure safety of all learners; complete individual and group experiments and to present their findings; participate in group discussions, cooperative group work, content specific homework and note taking.

The expectation is that previous learning experiences will allow students to become immediately active in experimentation without the training that occurred in earlier levels. Areas of study include: chemistry (atomic structure, chemical bonds, chemical reactions and radioactive isotopes), energy, plate tectonics, properties of waves, cellular functions (osmosis, diffusion, mitosis and meiosis), genetics (genotype and phenotype profiling) and the human body.

Physical Education

D.J. Beck Since 2000
Oklahoma State Univ., B.S. Health Promotion
University of Tulsa MA in progress

Cyndie Kidwell Since 1990
Tulsa Community College, degree in progress

Michele MacFarlane Since 2000
University of Tulsa, B.A. sociology/psych
University of Tulsa, M.A. education in progress
TPS physical education substitute

Cyndie Kidwell, D.J. Beck and Michele MacFarlane

GOAL

Formal physical education classes begin in Primary I and continue through Older Intermediates. The goal is to develop and improve both individual fitness and teamwork skills. Students will participate in a variety of age-appropriate physical activities and sports suitable for lifelong participation such as walking, running, individual and group sports. As feasible, students will participate in the President's Physical Fitness Program.

OBJECTIVES

Individual Fitness. Students will: participate in fitness activities that develop flexibility and coordination which include warm-up and stretching exercises; participate in fitness activities that develop muscular strength; participate in fitness activities that develop cardiovascular fitness endurance such as running and brisk walking; participate in fitness activities that develop strength; learn to set personal fitness goals.

Teamwork Skills. Students will: develop teamwork skills through involvement in such sports as volleyball, basketball, and sottball as well as a variety of games and activities. Student will: learn the rules of a variety of games; learn the importance of following the rules of the game; learn the skills necessary for a variety of games; learn the art of cooperation and working together as a team; learn appropriate ways to solve problem that arise during sports play; develop an attitude of good sportsmanship. Students with specific physical limitations should provide the physical education teacher with a letter from parents.

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Spanish

Teachers:

Elvia Gist Since 1997
Panama City, Panama, B.S. Accounting
ORU, MBA
Certified Public Accountant - Oklahoma

Michele MacFarlane Since 2000
University of Tulsa, B.A. sociology/psych
University of Tulsa, M.A. education in progress
Spanish training at University of Tulsa
English as a second lang sub for TPS

River Smith Since 2001
TCC, Associates of Psych, 1998
University of Tulsa, B.A to be completed Dec. '01
Research Assistant, University of Tulsa

Michele MacFarlane, Elvia Gist and River Smith

GOALS
The goals are for students to communicate in Spanish; gain knowledge and understanding of Hispanic cultural practices and perspectives; make connections with other content areas; make comparisons between the two languages and cultures; and make use of Spanish beyond the school setting. Additionally, the expectation is for all students to perform written Spanish tasks at one level of difficulty above standard grade level.

OBJECTIVES
Early Childhood and Early Primary. Students will use Spanish vocabulary words for greetings, animals, foods, numbers, colors, clothing, body parts, telling time, home items and the Spanish alphabet. Songs, games, and action verbs help students memorize the vocabulary. It is important for children to be introduced to a foreign language at a young age because young children acquire a second language with fewer of the diction and pronunciation problems of older learners.

Primary I and Primary II. Students will: continue to develop basic vocabulary, practice dialogs, learn professions, write in Spanish, develop a deeper and more complex understanding of the language each year they are in the program. Primary I text is *Instructional Fair Elementary 1*. Primary II uses the *Teach Them Spanish* series.

Primary III. Students will: complete writing exercises in *Exploring Spanish*; participate in improvisations; memorize Spanish dialogues; practice dialogs with puppets; and present their dialogs to class members.

Intermediate I & II. Students will: build on previously acquired in Spanish vocabulary; write in the Spanish workbook; use the Juntos program to improve listening, speaking and writing skills; compare and contrast their culture with the hispanic culture. Videos, pictures, audiocassettes, puppet shows and drama help them to be comfortable with speaking in Spanish.

Older Intermediate I . Older Intermediate I students will: engage in conversations about familiar topics; use memorized phrases and short sentences; comprehend and produce vocabulary related to everyday actions on limited topics; understand and interpret simple written language on familiar themes; understand and interpret limited spoken language necessary for everyday situations; relate some similarities and differences of our own culture to Hispanic culture; gain intercultural perspective through conducting research; use simple vocabulary from other content areas in Spanish class activities.
The *Paso a Paso* textbook series (A and B for middle school students) is used to teach the objectives. Research materials include encyclopedias and *Culture Shock* books.

Older Intermediate II. Older Intermediate II students will: engage in conversations about familiar topics; memorize vocabulary used in familiar themes and materials; provide and obtain information related to everyday actions; express feelings and emotions; exchange opinions; understand and interpret written language within predictable and familiar content; understand spoken statements, questions, and commands used in everyday situations; communicate about Hispanic cultural practices; identify ways that Hispanic cultures have contributed to our own; gain intercultural perspective through conducting research; use simple vocabulary from other content areas in Spanish class activities; compare structural patterns of the two

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language systems; recognize idiomatic expressions that cannot be directly translated; identify cognates, common sounding words, and use them to enhance comprehension; identify community contexts in which Spanish proficiency is beneficial or necessary; learn to communicate about places, modes of transportation and things to do in the community.
The *Paso a Paso* textbook series (A and B for middle school students) is used to teach these objectives. Research materials include encyclopedias and *Culture Shock* books.

OLDER INTERMEDIATE I & II SPANISH PROGRAM
Group activities introduce grammar principles and Hispanic cultural perspectives. Conversation time with fluent speakers provides the practice students need to comprehend and use Spanish. Instruction follows a middle school textbook, video and workbook series.

Scope and Sequence
Older Intermediate I, Level 1 learn to: greet people, talk about how they feel; talk about the classroom; use the Spanish alphabet to spell; give phone numbers and dates; tell where people come from; describe themselves; find out what other people are like; talk about and compare likes and dislikes; and talk about class schedules and supplies.

Older Intermediate I, Level 2 review and learn to: tell what they like and don't like to eat and drink; give reasons for their preferences; talk about hunger or thirst; describe family members and friends; ask and tell what someone's age is; tell what other people like to do; describe, ask about and buy clothes.

Older Intermediate II, Level 1 review and then learn to: discuss vacation choices and activities; talk about the weather; discuss what to take on a trip; tell where they live; describe their home; name household chores; describe how they feel and tell where they hurt; ask how someone else is feeling; and talk about good health maintenance.

Older Intermediate II, Level 2 review and then learn to: name places and things they do in the community; identify means of transportation; talk about TV and movies; tell when events begin end and how long they last; express an opinion; ask politely for something; order a meal; say what they ate or drank; discuss the natural environment.

Art

Teachers:

Patricia Hollingsworth Since 1982
Florida State University, B.S., Education
University of Tulsa, M.T.A., Art Education
University of Tulsa, Ed. D., Ed. Administration
Graduate Work:
George Washington University
University of Florida
University of Oregon
SOI Institute Workshops, Advanced Trainer
Post-Graduate Work, Univ. of Conn.
Director U.S. Dept. Ed. Grant '93-'95, '99-'00

Nancy Godsey Since 1994
University of Tulsa, B.F.A.
University of Tulsa, M.F.A.
Philbrook - teacher & exhibitor

Nancy Godsey and Pat Hollingsworth

ART
GOAL
The art curriculum furthers the purposes of University School by developing the creative, academic, and social/emotional potential of students. The goal of the program is for students to creatively and effectively convey visual ideas and feelings.

OBJECTIVES
Students will: learn to creatively express their ideas and feelings visually; respond to a wide variety of artistic periods and styles; learn ways art has been expressed over time; learn to make reasoned judgments about art based on appropriate criteria; be introduced to a variety of artists and art media.

EARLY CHILDHOOD - Nancy Godsey
The goal of the Early Childhood art class is to help the students begin to develop fine motor skills. Once fine motor control begins, they develop an intuitive understanding of the fun, joy and power of art. Imaginative stories and a variety of art materials are used to encourage and motivate the children.

EARLY PRIMARY ART - Debi Foster
Art at this level is taught by the classroom teacher, Debi Foster. Emphasis is placed on developing creative self-expression while learning correct methods of caring for materials and equipment.

PRIMARY I ART - Patricia Hollingsworth
For students in Primary I the main focus is a balance between encouraging personal expression and learning to observe the natural world. Topics for painting and drawing during the teacher-directed instruction time relate to the topics of study in class and are teacher selected. The way in which the child interprets topics and observations is personal. During independent work time both materials and topics are student choices. Topics include insects, reptiles, amphibians, birds, mammals, and plants. Students observe and draw from living objects as often as possible with personal interpretation continually being valued and encouraged.

PRIMARY II & III, INTERMEDIATE I & II ART - Nancy Godsey
Students continue to draw and paint from observing living objects and interpreting them in their own way. In addition to plant and animal life for topics, students begin drawing man-made objects from life, such as buildings and machinery. The drawing of the human body is continued and developed. Students are introduced to artists that relate to the topics being studied and are introduced to art history through the Human Time Line. *Smart Art*, introduces students to art theories and art criticism, and *Kinetic Kaleidoscope* introduces the concepts of movement and energy in art.

OLDER INTERMEDIATE I & II ART - Patricia Hollingsworth
Intermediate students begin working on more long-term projects, such as painting and printmaking. Additional emphasis is placed on drawing from observation with personal interpretation. Students are introduced to design problems that emphasize proximity and overlapping.
Texts: *Smart Art* by Dr. Pat Hollingsworth and Stephen Hollingsworth. Zephyr Press, Tucson, AZ.
Kinetic Kaleidoscope by Gail Herman and Pat Hollingsworth. University School Press, Tulsa, OK

Library

Librarian:

Robyn Bowman Since 1991
Oklahoma State University, B.S. Library Science Education
University of Texas, M.S. Library Science
University of Tulsa, LIAS & III Training
Encyclomedia, Okla. City '92-'94, '96-'00
Production Editor, NNQ and Curriculum Guide
Oklahoma K-8 School Library Certification
Librarian, U.S. Dept of Ed. Javits Grant '99-'00

Robyn Bowman

LIBRARY GOALS

The goals of the library curriculum are to foster a love of the printed word; to help students become successful independent learners; and for students to appreciate and enjoy a wide variety of literature.

OBJECTIVES

Students will: learn to use a variety of information sources; develop abilities to select, evaluate and interpret information in print and non-print formats; develop skills to record, classify and arrange information; and learn to communicate information in a variety of formats.

PROGRAM

The University School library is available for all stu ·ts to use. Students come to the library to have stories read aloud to them, to check out books, and to learn library and research skills. The University School library has over 8,000 books, and access to many excellent on-line resources through the internet. The library catalog is computerized as a part of the T.U. McFarlin Library collection and is also accessible on the internet at www.lib.utulsa.edu.

Kumon Math

All students from Early Primary through Older Intermediates take Kumon. Kumon helps students develop speed, accuracy, and focus in math. Kumon Math is an individualized, self-learning approach to math that emphasizes repetition, speed, and accuracy. Kumon was developed about 50 years ago in Japan by Toru Kumon to help develop his son's math skills. Kumon Math helps students internalize basic math skills, such as multiplication tables and division of fractions as well as develop task commitment and focus.

Each student is given a diagnostic test to determine his or her level of mastery. In Kumon mastery means the ability to complete worksheets accurately within a specified time frame. If there are mistakes, students correct them. Worksheets are completed when the student scores 100%. Kumon is extremely sequential, thorough, and systematic. Students master a concept before they move on to another concept.

We emphasize the similarity between Kumon and exercise. For example, a runner might complete a track in 5 minutes. At which time the coach responds, "Good work, now try for 4 minutes." Kumon is like exercise or music in that if you do it you will get better.

Most of our students have a good grasp of math concepts. Kumon helps them develop an internalized mastery of basic computational skills that allows them to make full use of their understanding of those advanced math concepts.

Developing Multiple Talents

DEVELOPING THE TALENTS

The development of multiple talents is a high priority at University School. The model used throughout the school is Talents Unlimited, based on Calvin Taylor's research and developed by Carol Schlichter. The talents of 1) Productive Thinking, 2) Planning, 3) Communication, 4) Decision Making, and 5) Forecasting, are taught within the context of the academics. For example, to teach productive thinking in math, students might be asked to think of the many, varied, and unusual ways that fractions can be used. To teach planning in social studies, students might be asked to plan the cargo that Columbus should have carried with him. Each one of the Talents has specific steps to be learned and is always taught within academic content. All classroom teachers are involved in teaching the Talents.

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SCOPE AND SEQUENCE

LANGUAGE ARTS	Early Childhood	Early Primary	Primary I	Primary II	Primary III	Intermediate I & II	Older Intermediate
D'Nealian Handwriting Manuscript			●	●	●	●	●
D'Nealian Handwriting Cursive						●	●
Organic Reading and Writing							
Words	●	●	●				
Sentences			●	●			
Paragraphs			●	●	●	●	●
Dictionaries				●	●	●	●
Writer's Conference					●	●	●
Literature	●	●	●	●	●	●	●
Creative Writing	●	●	●	●	●	●	●
Shurley English Grammar				●	●	●	●

MATH	Early Childhood	Early Primary	Primary I	Primary II	Primary III	Intermediate I & II	Older Intermediate
Math Their Way	●	●	●				
Singapore Math				●	●	●	
Kumon Math		●	●	●	●	●	●
Mathematics a Way of Thinking					●	●	●
Addison-Wesley Mathematics					●	●	●
Algebra I & II							●
Geometry							●

TALENTS	Early Childhood	Early Primary	Primary I	Primary II	Primary III	Intermediate I & II	Older Intermediate
Productive Thinking	●	●	●	●	●	●	●
Forecasting	●	●	●	●	●	●	●
Planning	●	●	●	●	●	●	●
Communication	●	●	●	●	●	●	●
Decision Making	●	●	●	●	●	●	●

ENRICHMENT TRIAD	Early Childhood	Early Primary	Primary I	Primary II	Primary III	Intermediate I & II	Older Intermediate
Type I Exploration Activities	●	●	●	●	●	●	●
Type II Training Activities	●	●	●	●	●	●	●
Type II.5 Beginning Independent Studies					●	●	●
Type III Investigations of Real Problems for Real Audiences						●	●

	Early Childhood	Early Primary	Primary I	Primary II	Primary III	Intermediate I & II	Older Intermediate
Music	●	●	●	●	●	●	●
Computer	●	●	●	●	●	●	●
Spanish	●	●	●	●	●	●	●
Art	●	●	●	●	●	●	●
Library	●	●	●	●	●	●	●
Choir							●
Band							●
Drama			●	●	●	●	●
Science			●	●	●	●	●

PHYSICAL EDUCATION	Early Childhood	Early Primary	Primary I	Primary II	Primary III	Intermediate I & II	Older Intermediate
Informal Activities	●	●	●	●	●	●	●
Formal Activities			●	●	●	●	●

UNIVERSITY SCHOOL HISTORY

The first semester of the program that is now The University School began in spring 1982 with five preschool children. That first class was held in a classroom in the School of Nursing. The idea developed in what was then The University of Tulsa's Department of Special Education. During that semester, Dr. Hollingsworth was hired to be the teacher for the 1982-83 school year.

Year 1: 1982 - 1983

- The University of Tulsa Preschool Enrichment Program moved to 206 Lorton Hall. Monday/Wednesday morning and Tuesday/Thursday afternoon sessions - twelve students each.
- Used campus Art Department, Music Department and McFarlin Library for enrichment activities.
- Spring 1983, Dr. Hollingsworth began the thematically based Friday Rainbow Day Art Program.
- Parents requested kindergarten be offered for the following year.
- Program administrated through the College of Education and its dean, Dr. Bruce Howell.
- Dr. Hollingsworth became Coordinator of the Gifted Program and began planning the kindergarten.

Year 2: 1983 - 1984

- Program changed names to the Gifted Enrichment Program of The University of Tulsa Stoia Learning Center.
- First semester, the kindergarten used Lorton Auditorium as a classroom.
- Second semester the kindergarten moved upstairs in Lorton.
- Prior to the end of this school year, parents were again requesting that grades be added.
- Dr. Howell approved the program to go through the third grade.
- A former apartment building used by the Psychology Department was renovated for the 1984-85 school year. Dr. Hollingsworth involved students in designing the wooden playground structure.
- Staff development sessions with Dr. Howell emphasized the importance of maintaining our experimental, alternative education approach to our curriculum. He advised that we never seek accreditation because then we would be just like every other school. He advised us to not get rigidly fixed into grade levels and directed us to formulate our goals and purposes.
- Summer 1984, University of Oregon, Dr. Hollingsworth began writing the Enaction Curriculum which emphasizes active learning.

Year 3: 1984 - 1985

- Building at 622 South Harvard Court housed the Early Childhood, Primary I, and Primary II classes and staff offices.
- Crowded conditions prompted a request for an additional building. Several months into the school year the playground was completed.
- During the second semester, The University of Tulsa and the Stoia Foundation decided to go their separate ways. The learning disabilities program would no longer be on campus because there was no longer going to be a Department of Special Education at the university. The Stoia group contended that the gifted program belonged to them and moved off campus, dividing and confusing parents and staff.

- The University of Tulsa's Provost Office took over the oversight and administrator of the gifted program on campus and appointed Dr. Hollingsworth as Director of The University of Tulsa School for Gifted Children.
- Nearly all furniture and equipment were taken and had to be replaced for the next school year.

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Year 4: 1985 - 1986

- Summer 1985 Marti Sudduth was appointed Office Manager and Admissions Officer.
- The newly acquired building, 579 South Gary Place, was ready soon after school started.
- Fall 1985, held a "Colloquy for the Gifted," attended by public school teachers and administrators, psychologists, professors and business leaders.
- Dr. Hollingsworth article published in a national journal for gifted education, Roeper Review, concerning the University School Enaction Curriculum.
- First University School tee-shirts sold.

- The Directory of Tulsa Area Private Schools was published, Dr. Hollingsworth & Sharon Block, co-chairs.
- Spring 1986, first Winter Drama Festival for area schools held at the School of Nursing Auditorium.
- First Convention for Parents & Teachers of the Gifted, University of Oklahoma Tulsa Medical College with Dr. Stephen Glenn & Dr. Bob Block keynote speakers.
- Student art exhibit in Westby Center.
- Read-a-Thon earned several sets of encyclopedias for the school.

Year 5: 1986 - 1987

- Fall Staff Development, trained teachers to use Talents Unlimited which develops the skills of Productive Thinking, Decision Making, Communication, Planning and Forecasting.
- Additional training was provided later by Talents Unlimited consultants from Arkansas.
- Fall 1986 the Network News Quarterly began.
- The University of Tulsa approved a Masters Degree in Education with Gifted Ed. specialization with Dr. Kelble and Dr. Hollingsworth teaching these graduate classes.
- Spring 1987 2nd Annual Winter Drama Festival.
- 2nd Annual Conference for the Parents and Teachers of the Gifted. Dr. Julie Powell-Ward.
- Began fund raising for the renovation of building, 563 South Gary Place.
- Building fund drive included a folk concert, popcorn sales, garage sale, and family donations.
- First Creative Producers' Convention in the Great Hall of Westby Center, Linda Meyer, chair.

Year 6: 1987 - 1988

- Building at 563 South Gary Place not ready until the second semester, so Intermediates were housed in Oliphant Hall with the computers still in Lorton Hall.
- A short article about University School was published in the September 1987 issue of a national publication, Gifted Children Monthly.

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• 3rd Annual Convention for Parents and Teachers for the Gifted at the OU Medical School, Dr. Dale Doty keynote speaker.
• Sharon Block and Alicia Parent joined our staff.
• Spring 1988, $5000 grant received from the Grace and Franklin Bersen Foundation to acquire a basic library and to access the LIAS system which ties the school to the University library.
• 3rd Annual Winter Drama Festival in Allen Chapman Activity Center.
• 2nd Annual Creative Producers' Convention.
• Linda Meyer became Administrative Assistant and Marti Sudduth became Assistant Director.
• Fund raiser at Paul Woodul's home.

Year 7: 1988 - 1989

• Fall 1988, University School nationally recognized for service and leadership with a Merit Award from Gifted Children Advocacy Association. One other program in the US was so recognized.
• Intermediate I became a separate class from the Older Intermediates.
• David Melton, author and publisher was the keynote speaker for the 4th Annual Convention for Parents and Teachers of the Gifted in October.
• Dr. Hollingsworth served as President of the Oklahoma Association for Gifted, Creative and Talented and as such presented Mr. Melton at an OAGCT meeting in Oklahoma City.
• Dr. Hollingsworth, Marti Sudduth helped plan OAGCT Convention in Tulsa that featured Sylvia Rimm and Judy Galbraith.
• 4th Annual Winter Drama Festival.
• 3rd Annual Creative Producers' Convention.
• Students sang for TU Trustees and UNICEF Press Conference at Children's Medical Center.
• Spring, published The Directory of Tulsa Area Schools for 1989 – 1990.
• Dr. Hollingsworth & son Stephen co-authored *Smart Art*.
• Marilyn Howard trained winning Computer Challenge teams.
• Super Science Summer.
• Fund raiser at Paul Woodul's home.
• Judy Burton, Parent Association President.
• First year Curriculum Guide published.

Year 8: 1989 - 1990

• Dr. Bob Block keynote speaker for 5th Annual Convention for Parents and Teachers.
• First reunion of the teachers involved in the National Science Foundation grant received by Dr. Bob Howard and Dr. Eileen Kelble.
• LIAS hookup completed tying school library to TU library via computer.
• Marti Sudduth trained seven classes of students for the Tulsa Run. Our banner was a winner.
• Recycled aluminum cans and recycled telephone books.

• 5th Annual Winter Drama Festival.
• 4th Annual Creative Producers' Convention.
• Two new curriculum programs began, Shurley English and Kumon Math. Kumon was paid for through a successful Read-a-Thon, chaired by Sharon Block.
• After school program offered violin, science and a new course, Latin, led by Dr. Benediktson.
• Track and Field Day with Anderson

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Elementary School.
- Carol Burnett, Parent Association President.
- **Eighth Grade Graduate: Houston Mount**

Year 9: 1990 - 1991

- The University acquired an additional building at 539 South Gary Place which was ready a few months into the school year for Primary III and Intermediate I.
- Dr. Hollingsworth was an invited participant at the Theory Summit, Mt. Hood, OR.
- 6th Annual Convention for Parents & Teachers, Dr. Paul Schwartz, keynote.
- Teachers attended National Association for Gifted Children, Little Rock.
- 6th Winter Drama Festival.
- Introduced to Jim Fay's Parenting Styles.
- 5th Creative Producers' Convention, Karen Keith, Outstanding Creative Producer.
- Harmon Foundation Grant for $1000 to support Drama Festival and Creative Producers' Convention.
- Super Science Summer.
- Dr. Hollingsworth spoke on Kumon at World Gifted Conference, The Hague, Netherlands.
- University School Association President - Barbara Holleman.
- OAGCT - Dr. Barbara Clark - Tulsa.
- **Eighth Grade Graduates: David Maxwell and Julie Schwartz**

Year 10: 1991-1992

- 7th Annual Convention for Parents & Teachers, Dr. Paul Schwartz, keynote.
- Teachers attended NAGC, Kansas City, Dr. Hollingsworth served on Executive Board of NAGC.
- Dr. Gail Herman and Dr. Hollingsworth present their book *Kinetic Kaleidoscope* at NAGC.
- 7th Winter Drama Festival.
- 6th Annual Creative Producers' Convention, "Blood & Guts" Human Body Exhibit.
- Super Science Summer.
- University School Association President - Katie Abercrombie.
- **Eighth Grade Graduates: Katie Burnett and Drew Kelsey**

Year 11: 1992-1993

- U.S. Department of Education Javits Grant awarded to University School for teacher training.
- 8th Annual Convention for Parents & Teachers, Dr. Foster Cline.
- 8th Annual Drama Festival.
- Awesome Architecture Week - Curriculum field testing.
- 7th Annual Creative Producers' Convention and Blood and Guts.
- Awesome Architecture Workshops for teachers and students: U.S. Department of Ed Javits grant.
- School Association President - Debbye Zanerhaft.
- **Eighth Grade Graduate: Tim Spruce**

Year 12: 1993-1994

- Javits Grant awarded for second year for $206,000.
- 9th Annual Convention for Parents & Teachers, Dr. Sylvia Rimm.
- Teachers presented at NAGC in Atlanta, GA.
- Mother Nature Week - Curriculum field testing.
- 9th Annual Drama Festival.
- 8th Annual Creative Producers' Convention and Blood and Guts.
- Mother Nature Workshops for teachers and students: U.S. Department of Ed Javits grant.

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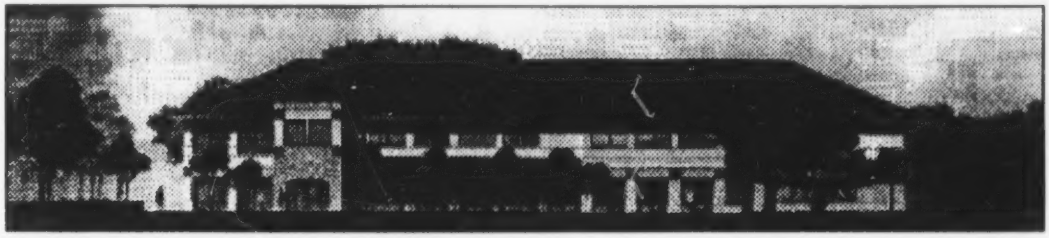
- University School Association President - Linda Stearns.
- **Eighth Grade Graduates: Sarah Armstrong and Lucas Langenderfer**

Year 13: 1994-1995

- Javits Grant awarded for third year for $206,000.
- Major building fund drive begun, chaired by Hilary Zarrow & Sally Donaldson.
- 10th Annual Convention for Parents & Teachers, Jim Fay.
- Fund raiser Party at the Zarrow home.



- Teachers presented at NAGC in Salt Lake City, UT.
- 10th Annual Winter Drama Festival.
- Father Time Week - Curriculum field testing.
- 9th Annual Creative Producers' Convention and Blood and Guts.
- Father Time Workshops for teachers and students: U.S. Department of Ed Javits grant.
- Baskets of Joy Party at the home of Sue Fisher.
- Wild West Party at the home of Bartlett-Howards.
- University School Association President - Susan Young.
- **Eighth Grade Graduates: Becky Holleman and Elliot Sims**

Year 14: 1995-1996

- 11th Annual Convention for Parents & Teachers, Dr. Sylvia Rimm.
- Teacher presented at NAGC in Tampa, Fla.
- 11th Winter Annual Drama Festival.
- 10th Annual Creative Producers' Convention and Blood and Guts.
- May 16 - Official Groundbreaking for new building to be located north of 4th Place between College and Evanston. University of Tulsa President Dr. Lawless, speaker.
- Summer Kumon - two age groups.
- Baskets of Joy Party at the home of Gordona Duca.
- Australian Outback Fund raiser at the home of Bartlett-Howards.
- University School Association President - Sue Fisher.

- **Eighth Grade Graduates: Channing Abbott, Jason Abercrombie, Megan Burns, Audrey Freeman, Andrea Hansen, Eric NyQuist**

Year 15: 1996-1997

- University School conducted the first NAGC Parent and Teacher Institute, Dr. Sylvia Rimm.
- Director presented at NAGC in Tampa, Fla.
- Director and teachers presented at OAGCT in Tulsa.
- 12th Annual Winter Drama Festival.
- 11th Annual Creative Producers' Convention and Blood and Guts.
- Construction begun on new building, January 1997.
- Summer Kumon - two age groups.
- Baskets of Joy Party at the home of Drotars.
- Fiesta Fund raiser at the home of Bartlett-Howards.

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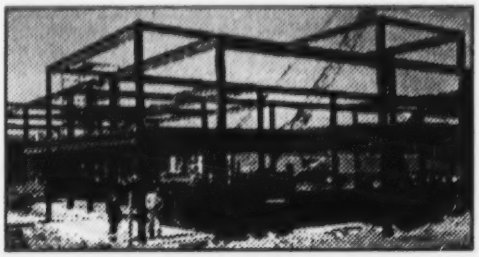
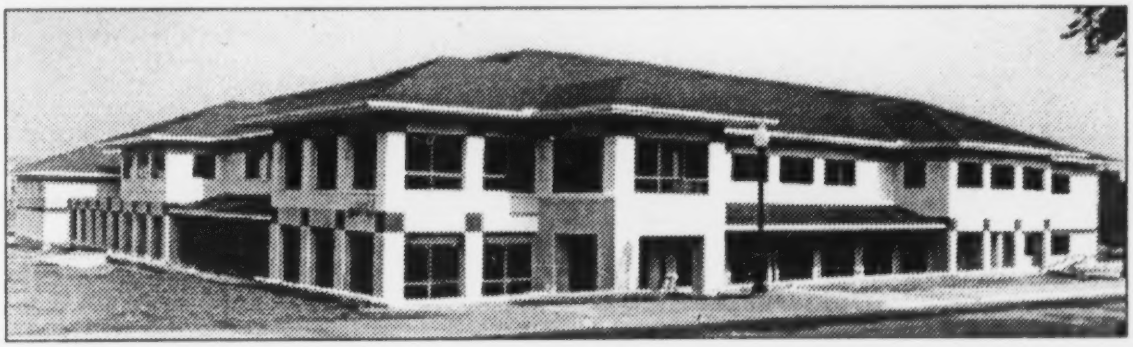


- University School Association President - Barb Drotar.
- **Eighth Grade Graduates: Andrea Block, Ben Collins, Jamie Davis, Bill Mattern, Jessica McDowell, Priya Sharma, Daniel Woodul, David Young**

Year 16: 1997-1998

- Teachers and parents packed to move to new building.
- Before and after school program initiated.
- Sept. - Ribbon Cutting Ceremony with Dr. Lawless.
- University School Association President - Kathy Passmore-Meyer.
- New University School address: 326 South College.



- New playground with three structures.
- 3-day Parent and Teacher Institute. 13th year, Dr. Bob Block, Keynote.
- NAGC - Little Rock.
- Dr. Hollingsworth re-elected to NAGC Board of Directors.
- 13th Annual Winter Drama Festival
- Renaissance Party at home of Bartlett-Howards.
- May - Renaissance Fair. 12th annual celebration of creative producers.
- May - School production of H.M.S. Pinafore.
- May - First University School Yearbook and party.
- **Eight Eighth Grade Graduates: Zach Bard, Deanna Grubb, Adam Hansen, Sid Hansen, Molly Housh, Jon Lamberson, Joshua Rose, Zac Thorpe**
- June & July - University School Summer Academy.

Year 17: 1998-1999

- Sept. - Tulsa University Press established and published seven interdisciplinary curriculum books.
- University School Association President - Rita Archer.
- Oct. - NAGC Parent & Teacher Institute at TU with Arlene DeVries and Dr. Bob Block.
- Nov. - NAGC Convention at Louisville.
- Dec. - Baskets party at Paul Woodul's home.
- 14th Annual Drama Festival focus "Civil War."
- U.S. Department of Education Javits grant awarded to University School for PROJECT *SAIL*.
- Spring "Travels through Time" fundraiser at Cash home.
- Math Counts Team second in state.
- May - Band performance night, Tyrrell Hall.
- May - First University School family dance.
- **Eighth Grade Graduates: Erin Abercrombie, Dan Benediktson, Ruth Borg, Thomas Bradley, Mark Brashear, Eric Easterday, Jordan Kyle, Annie Lewis, Kyle NyQuist, Evan Sims, Victoria Stearns, Evan Wei-Haas, Katherine Woodul**
- June - U.S. Department of Education Javits grant Project SAIL for students, parents and teachers.

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Year 18: 1999-2000

- Butterfly garden, parking lot and outdoor classroom completed.
- Oct. - 15th Parent & Teacher Institute at TU with Dr. Virginia Cadle, family counselor, Philadelphia.
- University School Association President - Judy Morrow.
- Nov. - Teacher presentations at NAGC in Albuquerque, NM
- Dec. - Baskets of Joy Party at home of David and Dessa Weber
- Jan. - Year 2000 arrived smoothly
- 15th Annual Winter Drama Festival
- Spring - Marilyn Howard named Middle School Math Teacher of the Year, Bob Howard named Professor of Chemistry of the year
- Spring Fundraiser at University School after visit to designer home
- Sim City team 4th in state
- Math Counts team places 4th in state
- May - 14th Annual Celebration of Creative Producers: Renaissance Fair
- May - work on Butterfly Garden continues, Sid Hansen installs flower bed edging, other Boy Scouts plant a tree. U.S. students plant flowers
- May - Band and Choir night in Tyrrell Hall
- **May - Evening Graduation of Jay Barron, Meredith Cox, David Freeman, Kabir Iyengar, Tyson McNulty, Julie Peters, Tim Randle, Alex Reed, and Josh Simons**
- May - Parent sponsored 7th & 8th Grade Banquet at Greenwood Cultural Center
- June - U.S. Department of Education Javits grant Project SAIL year 2 begins

Year 19: 2000-2001

- Oct. - Jim Day speaks for 16th annual Parent and Teacher Institute
- University School Association President and Vice-President: Brett Dobratz, Susan Slattery
- Nov. - Teachers present at NAGC in Atlanta, Georgia
- Fall- Parenting Classes by Marti Sudduth and Debi Foster
- Dec. - Baskets of Joy held at University School, Ruth Brower, chair

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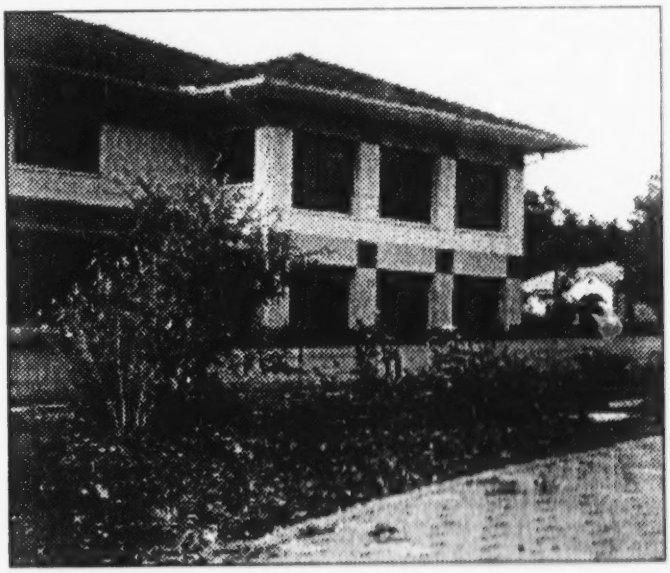
• Mar. - 16th Annual Winter Drama Festival sponsored by University School
• Spring Sailing Through Time Fundraiser at University School
• Spring - Sim City team placed third in state
• May - 15th Annual Celebration of Creative Producers: Renaissance Fair
• June - U.S. Department of Education Javits grant Project SAIL
• May - Jogging path completed for fenced outdoor classroom
• May - Band and Choir Night
• May - Pep Rally and U. S. Yearbook signing
• **Eighth grade graduates: Alexis Archer, Rachel Cain, Mark Donaldson, Anna Girdner, Robby Housh, Natalie Madaj, Charles Mountford, Japhe Newlin, Brandt Ohnheiser, Zac Penix**
• Graduates and their parents raise money from a garage sale for first Class Gift to University School, trophy case, rock bench for Butterfly Garden, and graduation gowns
• June - U. S. Department of Education Javits grant Project SAIL year 3
• Spring & Summer - continued work on Butterfly Garden by Susan Coman, Mary Weddle, Sid Hansen, and others

Year 20 - 2001-2002

• University School Association President, Susan Slattery
• Sept. - Parent & Teacher Institute sponsored by University School, keynoter, Sylvia Rimm
• Fall - Pat Hollingsworth elected to the Board of Directors of National Association for Gifted Children for three-year term
• Fall - Parenting Classes with Marti Sudduth and Debi Foster
• Nov. - Teachers give presentations at NAGC in Cincinnati
• Dec. - Baskets of Joy Party, Chair Robin Fox
• Jan.18 - Happy 20th Birthday University School, Dr. Sandy Garrett, Keynote speaker



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Giftedness in Children

Patricia I. Hollingsworth, Director.
University School, University of Tulsa

Giftedness in children can be observed at all ages. What we see in gifted children is the magnification of characteristics seen in all children. Children tend to be curious, questioning, sensitive, persistent, and verbal. Gifted Children amplify this and other characteristics.

Gifted children often have an unusually long attention span for an advanced or abstract subject. A gifted preschooler who is interested in numbers will be intense about this interest for a longer period of time and to a greater level of complexity than other children of his or her age. One 4-year-old boy told me, as he correctly wrote with chalk on the sidewalk, "That's 100,000. Only 95 more zeros to make a googol."

There is often an extreme thirst for knowledge that propels a child to devour all available knowledge on a subject. A gifted elementary student, wanting to learn about American Indians, will read every book in the library, get parents and relatives to purchase other books, visit museums, ask to be taken to historical sites, and watch any programs pertaining to this topic. She will be able to describe the customs, characteristics, and distinctive aspects of the many tribes she has studied and may continue far longer than the interest of her audience.

Heightened sensitivity and awareness can be another indicator of giftedness. Perhaps the child is highly analytical and aware of undercurrents of relationships. One girl wrote on a piece of paper next to her homework, "Grandmother is quietly coughing a sick disturbing cough. My mother is worried and anxious. The problem is so obvious that I can barely think, but my sister and father are oblivious to the whole situation."

Others may have an advanced facility with oral and written language and be able to make connections and comparisons that age peers could not.. In his own personal journal, a gifted high school student wrote a description of a cathedral he visited. "The cathedral is indeed a ravaged Cyclops, fiery with fortress-like top on the Romanesque basilica with Gothic additions off the transept and apse. In the rooms off the apse are tombs. A supine statue of a man with a beard holds a sword while a funny dog sits at his feet. Runes on a ribbon around his sword speak of a once powerful people." The student then went on to compare this powerful experience with a book he had recently read by Nietzsce and the struggle for power.

Thus, what we often see manifested in gifted children is an extreme or excess of the characteristics we see in most children. If most children are curious about the world, the gifted child may be extremely curious. Where most children are logical , the gifted child may be extraordinarily analytical. Where many children may be empathetic, a sensitive gifted child may try to solve adult problems. Where most children are verbal and questioning, the gifted child may display a facility with both oral and written language that shows an amazingly advanced depth of understanding. Characteristics that are seen in the population at large are seen in greater amounts, greater depths, and greater complexity in gifted children.

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University School Song

At TU School we learn how to learn,
how to work hard and that learning's fun.
We share ideas and care for each other.

We are learning responsibility
and how to examine possibilities.
We're developing abilities,
creativity and friendships
at TU School.